

TIER

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Leadership

Your MTSS Plan



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MTSS Leadership To-Do List

Creating the Instructional Program

- ☐ Select and implement research-based core/content area instructional programs
- ☐ Select and implement evidence-based interventions
- ☐ Provide training and support in implementing instructional programs
- ☐ Set expectations for effective instruction
- ☐ Schedule instruction
- ☐ Monitor instruction

Developing and Using an MTSS Problem-Solving Team

- ☐ Define different roles
- ☐ Set a calendar for meetings
- ☐ Plan effective meetings
- ☐ Create consistent expectations

MTSS's Relationship With Other Programs

- ☐ Differentiate MTSS from tutoring
- ☐ Clearly define the relationship between MTSS and special education
- ☐ Plan parent/caregiver communication related to MTSS

Creating an Assessment Plan

- ☐ Choose research-based assessments
- ☐ Provide training and support in assessment administration
- ☐ Create an assessment calendar
- ☐ Manage the data
- ☐ Use data to examine campus MTSS implementation
- ☐ Support teachers in using data

Providing Ongoing Professional Development and Support

- ☐ Create an annual professional development plan
- ☐ Provide initial training and support
- ☐ Plan and implement in-class support
- ☐ Support teachers in ongoing data use

Your MTSS Plan

- ☐ Plan effective MTSS programs and processes
- ☐ Evaluate your MTSS plan

T·I·E·R

Multi-Tiered System of Supports: Elementary Reading, Kindergarten Through Grade 5

T·I·E·R

Multi-Tiered System of Supports: Elementary Reading, K–5

Purpose

Example Independent School District (ISD) uses a multi-tiered system of supports (MTSS) framework in reading to prevent reading difficulties, provide early reading interventions, and help to identify students with possible learning disabilities. The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective reading instruction across core reading classrooms and reading interventions, we can substantially reduce the number of students with reading difficulties and disabilities. Each elementary campus is charged with establishing and implementing an MTSS framework that follows the program and process guidelines outlined herein.

The Program

In this section, we provide the “what” and “who” of the district’s MTSS framework. It includes what will be used to teach students, what will be looked for within effective instruction, what will be used to assess students’ reading, who will participate in implementing the campus’s MTSS framework, and what guidelines should be followed when scheduling MTSS core instruction and interventions.

Curricula

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/decoding/word study, vocabulary, fluency, and comprehension. (See Appendix A for suggested timeframes for teaching these reading components). Several research-based reading curricula have been identified for use across Tiers 1, 2, and 3. Each of these curricula was chosen by a committee of teachers and administrators who examined the programs for specific criteria. Each program provides teachers with a scope and sequence, lessons, instructional materials, assessments, and other resources that should be used with fidelity. (See Chart 1 for a list of the approved programs for Tiers 1, 2, and 3.)

Chart 1. Approved Programs for Tiers 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
Kinder.	Phenomenal Phonics Program Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	NA
1st Grade	Phenomenal Phonics Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
2nd Grade	Phenomenal Phonics Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
3rd Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
4th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
5th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program

Reading Supplemental Materials: Core Instruction

In addition to the programs listed in Chart 1, teachers are allowed to pull from research-based sources. Resources that have been provided to teachers to supplement their core instruction include the following:

- Previously adopted core reading program:
Every campus has these materials to use within their core reading instruction.
- Florida Center for Reading Research (FCRR):
All teachers and administrators have access to the free instructional materials provided at **www.fcrr.org**
- Texas Primary Reading Inventory (TPRI) Intervention Activities Guide, K–3:
Every elementary campus has copies of this supplementary book to help teachers with small-group instruction.
An electronic version of this guide can be found at **www.tpri.org/resources/blackline-masters.html**

(For a complete list of approved supplemental materials, see Appendix B: Approved Supplementary Literacy Resources: Core Instruction.)

Teachers are also allowed to use their literacy library to pull leveled texts for teacher-led small-group instruction. They may also pull authentic texts from the library, their own personal libraries, newspapers, magazines, etc. to supplement the texts that are provided in the core reading materials.

Any other materials that teachers would like to use for Tier 1 reading instruction or interventions need to be approved by the curriculum and instruction department. If they are approved, they will be added to the Approved Supplementary Literacy Resources list.

Reading Supplemental Materials: Intervention

In kindergarten to grade 5, teachers will use #1 Tier 2 Reading Program and #1 Tier 3 Reading Program to provide interventions. Some resources that have been provided to teachers to supplement their intervention instruction include the FCRR materials, TPRI Intervention Activities Guide, and materials from the Building RTI Capacity website (**<https://buildingrti.utexas.org>**). (For a complete list of approved supplemental intervention materials, see Appendix B: Approved Supplementary Literacy Resources: Intervention.)

Instructional Delivery

Within their core instruction and interventions, teachers are expected to incorporate the features of effective instruction. These features include the following:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Appropriate pacing
- Use of multiple grouping formats
- Differentiated instruction

The purpose of these features is to provide instruction that meets **all** students' needs in every classroom and intervention, K–5. (See Chart 2 for an explanation and example of each feature.)

Chart 2. The Features of Effective Instruction

Explanation	Nonexample	Example
Explicit instruction with modeling		
Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how they might go about doing it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines “main idea” for students. She then describes a process for figuring out a text’s main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text.
Systematic instruction with scaffolding		
Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can’t read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can’t read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., “The <i>m</i> at the end of this syllable makes it closed, so the <i>a</i> says its short sound, /a/.”). The teacher “swoops” under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables to read the whole word.
Multiple opportunities to practice and respond		
Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student reading a text aloud into a “whisper phone.” She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her.
Immediate and corrective feedback		
Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (six-word) spelling assessment, in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.

Explanation	Nonexample	Example
Appropriate pacing		
Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a “vocabulary” lesson, the teacher gives students 45 minutes to copy definitions and sentences for 8 vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing six words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence.
Use of multiple grouping formats		
Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students’ strengths and meet students’ specific needs	The teacher provides all instruction in the whole group and all practice as independent activities.	The teacher provides instruction in the whole group but then uses teacher-led small groups to target specific lessons to specific students’ needs. For example, she uses the whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction		
Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson. A second group receives instruction in phonics and fluency. A third group gets a focused lesson on oral language and vocabulary development. A fourth group receives an on-grade-level comprehension lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts.

Rosenshine, 2012

Student progress hinges on teachers delivering instruction effectively. Any core or intervention classroom not incorporating all seven of these features will most likely fail to meet the needs of a disproportionate number of students, resulting in too many students failing to respond as they should to such instruction. We must focus on the content and delivery of instruction across every classroom before using assessment data to move students to more intensive levels of intervention.

Assessments

For the purposes of implementing an MTSS framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for every grade level, K–5. (See Chart 3 for a list of these assessments.) The main assessments that we use for these purposes is the TPRI and Generic Curriculum-Based Measures (GCBM). TPRI is our sole screening/diagnostic measure in kindergarten. In grades 1–5, in addition to TPRI and GCBM, we will use a spelling inventory as part of our screening/diagnostic assessments. In grades 1–5, we also use the Phonics Screener as a diagnostic assessment. GCBM is our main progress-monitoring assessment in K–5. We have other assessments that come with our reading programs. Teachers are encouraged to use these assessments to gain more information about specific gaps in student knowledge. Such diagnostic data are especially helpful when targeting student needs in teacher-led small groups and interventions.

In grade 2, we use an end-of-year (EOY) comprehension benchmark assessment as an outcome assessment (along TPRI results), and in grades 3–5, we have the State of Texas Assessments of Academic Readiness (STAAR) as outcome measures.

Each of these kinds of assessments is required to implement an MTSS framework effectively. Within our framework, we use these data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our reading program, and making adjustments in our instructional programs as needed.

Chart 3. MTSS Elementary Reading Assessments

Grade	Screening	Diagnostic	Progress Monitoring	Outcome
Kinder.	TPRI	TPRI	GCBM	TPRI
1st Grade	TPRI Spelling Inventory	TPRI Spelling Inventory Phonics Screener	GCBM	TPRI
2nd Grade	TPRI	TPRI Phonics Screener	GCBM	TPRI EOY Benchmark
3rd Grade	GCBM Spelling Inventory	GCBM Spelling Inventory Phonics Screener	GCBM	GCBM STAAR
4th Grade	GCBM Spelling Inventory	GCBM Spelling Inventory Phonics Screener	GCBM	GCBM STAAR
5th Grade	GCBM Spelling Inventory	GCBM Spelling Inventory Phonics Screener	GCBM	GCBM STAAR

Personnel

Each campus should designate an MTSS Problem-Solving Team whose members are responsible for implementing and monitoring their campus’s MTSS framework. Membership on such a team will vary from campus to campus and will depend on the personnel available at each campus. At a minimum, the MTSS Problem-Solving Team should include the principal, one assistant principal, and the intervention specialist (IS). Other possible members include lead general education teachers, special education or dyslexia teachers, and counselors. (See Chart 4 for a list of personnel and possible responsibilities within an MTSS framework.)

Campus principal. The campus principal is responsible for the implementation and monitoring of the MTSS framework at his/her campus. The administrator will run data meetings, observe both core and intervention instruction for fidelity of implementation, and be responsible for all decisions made within the framework.

Assistant principal. The assistant principal coordinates the collection and management of all assessment data. Thus, their participation on the leadership team will facilitate aspects of the process specifically related to assessments and data analysis. They can help administrators in scheduling assessment administrations, ensuring that data are entered into the data management system in a timely way, and creating data reports for analysis.

Intervention specialist. The main role of the IS is providing interventions to struggling students in Tier 2 and Tier 3 interventions. The IS can support administrators and teachers with data analysis along with instruction for students struggling in specific literacy areas. The IS provides administrators with an expert who can support them with instructional knowledge related to the interventions.

District curriculum and instruction support. Example ISD’s Curriculum and Instruction Department will provide coaching support to administrators, teachers, and ISs. (See Appendix J for the district’s instructional coaching model and an example instructional coaching plan.)

Chart 4. MTSS: Key Personnel Roles and Responsibilities

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
Campus principal	MTSS leader	Lead the campus’s MTSS program and process Designate other leaders to facilitate implementation and monitoring of the MTSS framework Conduct regular data analysis meetings Observe core and intervention instruction for fidelity of implementation Identify needed professional development (PD) Participate in ongoing PD	Lead all meetings related to the MTSS program and process Communicate with other campus leaders about MTSS program and process Lead campus PD efforts related to MTSS

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
Assistant principal	Data management and analysis	Oversee collection of screening, diagnostic, progress-monitoring, and outcome data Oversee data management/analysis Support principal in managing and pulling data Lead campus data analysis Observe core and intervention instruction for fidelity of implementation Participate in ongoing PD	Schedule data collection and management activities Oversee teachers managing/analyzing data Lead data analysis
Intervention specialist	Interventionist and literacy specialist	In K–5, provide Tier 2 and Tier 3 interventions (90% of their job responsibilities) Support campus data analysis Support teachers in implementing effective instruction with struggling students Participate in ongoing PD	Support administrators with data analysis Provide expertise in the components of literacy Provide expertise in instructional delivery
District curriculum and instruction support	Coaching support	Support campus data analysis Support administrators in monitoring effective instruction Coordinate and provide ongoing PD	Support administrators with data analysis Provide expertise in the components of literacy Provide expertise in instructional delivery
General education teacher(s)	Core instruction expert	Provide effective instruction to students In K–5, provide Tier 2 interventions Assess students Print data reports and review data Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery
Dyslexia or special education teacher	Expert in reading instruction for struggling students	Provide effective instruction to students Assess students Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery

Other personnel. The campus principal may choose to put other personnel on the campus’s MTSS Problem-Solving Team. For example, it may be helpful to have a lead general education teacher provide expertise in core reading instruction or a special education teacher provide expertise in working with struggling readers.

Scheduling

All core reading teachers must have their core reading time in their schedule, which should be posted in the room and available to all administrators. Any change in this schedule after the beginning of the year should be

approved by the campus’s MTSS leader. Minimum amounts of time for reading instruction have been designated for each grade level. (See Appendix A for these minimum amounts of time.)

Reading interventions (Tiers 2 and 3) should be scheduled outside of the core reading time. Designating an intervention time (e.g., an hour of intervention and enrichment) for each grade level is recommended. (See Appendix C for an example K–5 schedule.) Creating a campuswide schedule for MTSS takes collaboration among all teachers and staff members, including core teachers, ISS, special education teachers, dyslexia teachers, special area teachers, technology teachers, and librarians.

Reading interventions can last anywhere from 15 to 60 minutes a day, depending on student need, grade level, level of intervention intensity, and personnel resources. (See Chart 5 for guidelines related to intervention timeframes.)

Chart 5. Possible Intervention Timeframes

Grade Level	Tier 2	Tier 3
Kindergarten	15–20 minutes 3–5 days a week	NA
1st Grade	30 minutes 3–5 days a week	45–60 minutes 5 days a week
2nd Grade	30 minutes 3–5 days a week	45–60 minutes 5 days a week
3rd Grade	30 minutes 3–5 days a week	45–60 minutes 5 days a week
4th Grade	30 minutes 3–5 days a week	45–60 minutes 5 days a week
5th Grade	30 minutes 3–5 days a week	45–60 minutes 5 days a week

Group Sizes

The following guidelines for group sizes across Tiers 2 and 3 should be followed as much as resources and personnel will allow:

- Tier 2: Four to six students
- Tier 3: One to three students

Changes to group size affect the intensity level of interventions. Shrinking group size is one way to make an intervention more intensive (e.g., move it from a Tier 2 intervention to a Tier 3 intervention); increasing group size can make an intervention less intensive (e.g., move a Tier 3 intervention to a Tier 2 intervention).

The Process

In this section, we provide the “how” of the district’s MTSS framework. These guidelines provide a general overview of the elements that must be in place to create an effective MTSS process; the specific method for implementing and monitoring this process will depend on campus personnel’s expertise and resources. Thus, some variation in these processes is expected from campus to campus.

Data Collection and Management

Every campus must establish a system for collecting and managing their screening, diagnostic, progress-monitoring, and outcome data. This system includes the following:

- Training for teachers, especially new ones, in how to administer the assessments reliably
- Training for teachers in how to enter and manage data in the data management system
- A schedule for when assessments should be completed and data should be entered into the data management system
- Training for teachers in how to examine the data in the data management system
- A method for checking the reliability of teachers’ assessment administration.

Assessment training. District-level experts will train teachers in administering and using the designated assessments. Such trainings should be provided before teachers are supposed to administer each assessment.

Data management system training. Every campus should also have someone who can train teachers in how to enter and manage their screening, progress-monitoring, and outcome assessment data in the data management system. (See Appendix D for a template to create step-by-step directions for entering data into the data management system.) Teachers manage and examine screening/diagnostic, progress-monitoring, and outcome data in the data management system after each assessment administration.

Diagnostic assessment data from various measures do not have to be entered into the data management system unless the campus MTSS Problem-Solving Team decides to collect these data to analyze. Diagnostic data should be kept on file by the teacher/interventionist who administers these assessments and uses the data gathered from them to inform instruction.

Assessment scheduling. Each campus should create a master calendar with dates for when teachers should administer screening, diagnostic, progress-monitoring, and outcome assessments with their students and ensure the data are available in the data management system to analyze. The district testing calendar provides dates for screening and outcome assessments. (See Chart 6 for district data collection time points.) Each campus creates its own schedule for progress-monitoring assessments. Progress-monitoring assessments should be administered to any student who does not meet grade-level expectations on the screening assessment at beginning of year (BOY), middle of year (MOY), or end of year (EOY). Students should be progress monitored **at least every 2 weeks** on the specific subtests on which they do not meet grade-level expectations (as defined within the Example ISD At-Risk Criteria for K–5).

Chart 6. District Testing Calendar: Screening and Outcome Assessments

Grade	Screening (Time Points)	Outcome Measure (Time Points)
Kinder.	BOY (Oct.), MOY (Jan.), EOY (April/May)	EOY (April/May)
1st Grade	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
2nd Grade	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
3rd Grade	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April)
4th Grade	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April)
5th Grade	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April, May, June)

Reliability checking. Each campus should establish a system for ensuring teachers are administering the various assessments reliably. Such reliability checking can be done through various methods, including the following:

- *Double-scoring:* While the teacher administers an assessment to a student, a designated double-scorer scores with the teacher and compares his/her score to the teacher's score. This can be done with a subset of students (two to four students). If the double-scorer and teacher are within three points of each other, the teacher is reliable. (This is the recommended way to do reliability checking.)
- *Second scorer:* After a sample of students has been scored by a teacher, a second scorer administers the assessment again to compare this performance to the students' initial scores. (Scores should be somewhat inflated on the second performance.)
- *Trading students:* Teachers trade students so they do not assess their own students. Each teacher chooses a random sample of students to whom another person administers the assessments.

Teachers who are found not to be reliable on the assessment should receive retraining on administering the assessment and their administration reliability should be rechecked.

Data Analysis

Data analysis is an integral part of any MTSS framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students' needs, regroup students, and evaluate the effectiveness of their core/intervention instruction. Administrators should examine data regularly (weekly, monthly, etc.) to evaluate the effectiveness of core/intervention instruction, make PD decisions, and move students from one intervention to the next based on their needs.

Specifically, the MTSS Problem-Solving Team should conduct structured data meetings with each grade level, K–5, after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions. These structured data meetings should take place at the following time points:

- In September after the BOY assessments
- In January/February after the MOY assessments
- In May/June after the EOY assessments

At each of these time points and with each grade level, the MTSS Problem-Solving Team will conduct a **structured data meeting focused on Tier 1 instruction and another focused on Tiers 2 and 3**. (See Appendix E for a structured data meeting protocol and other forms to help with this process.)

Additionally, the MTSS Problem-Solving Team should meet at least monthly, and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level. (See Appendix E: Weekly/Monthly Data Meeting Checklist to help with this process.) Such ongoing data analyses allow administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate, targeted professional development to support teachers and students.

Decision Making

Directly tied to the data analysis process is the decision-making process. Within this process, the MTSS Problem-Solving Team will have to answer questions such as the following:

- What is working within core instruction and what is not?
- What kind of PD should we provide to teachers to fill in the gaps we see in our data?
- How many students can we serve in Tier 2? How about in Tier 3?
- Which students should be moved to Tier 2? How about to Tier 3?
- What do we do if we have too many students who meet our criteria for needing intervention?
- Who will provide Tier 2 to students? Who will provide Tier 3 to students?
- How much progress should a student make to be exited from Tier 2 or Tier 3?

This document provides information to guide a campus's answers to these questions, but ultimately, it is the campus's MTSS Problem-Solving Team who has to make decisions that meet their students' specific needs.

Core instruction. Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of core instruction. Most students (75% to 80%) should reach grade-level expectations with effective Tier 1 instruction alone. If less than 75% of students are meeting expectations, teachers need support related either to instructional content (i.e., the five reading components) or instructional delivery (i.e., the features of effective instruction). Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need. (See Appendix F for observation forms related to phonics and fluency instruction and the features of effective instruction.) We cannot depend on interventions alone to move struggling students back to grade level. Core teachers have the power to move almost all students to grade level or above if these teachers have the right knowledge and tools.

Analyzing core data gives the MTSS Problem-Solving Team evidence for support that teachers need in developing this knowledge and these tools. During data meeting discussions focused on Tier 1 instruction, decisions should be made about PD, instructional materials, and additional support each teacher needs to improve Tier 1 instruction. Such support includes the following:

- Training related to instructional content and/or delivery
- The teacher being observed with a focus on specific instructional practices and provided feedback related to those practices

- The teacher watching a lesson demonstration provided by a coach or another teacher
- The teacher visiting another core or intervention classroom to observe specific instructional practices

Rather than focusing just on stand-and-deliver training, campus administrators should provide coaching support to teachers. Research shows that stand-and-deliver training alone has little impact on instructional practices (Showers & Joyce, 1996). When teachers receive follow-up coaching and support, however, they are much more likely to change their instructional practices (Joyce & Showers, 1981; Showers & Joyce, 1996).

Tier movement. Decisions about which students to move into or out of Tiers 2 and 3 should take place during the structured data meetings at BOY, (August/September), MOY (January), and EOY (May). Once students have begun participating in a Tier 2 or Tier 3 intervention, they need adequate time to demonstrate a response (usually defined as about 10 weeks of instruction or 40–50 sessions). At the end of this period, the MTSS Problem-Solving Team can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention. (See Appendix G: MTSS Model, which shows movement among the tiers.)

As the Problem-Solving Team makes these decisions, they should think flexibly about ways to increase a student’s intervention level of intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention (e.g., moving from providing an intervention for 20 minutes to providing it for 30 minutes)
- Increasing the number of days that a student receives an intervention (e.g., moving from 3 days a week to 5 days a week)
- Decreasing the number of students in a group (e.g., moving from six students in a group to three students in a group)
- Increasing the duration of an intervention (e.g., moving from providing an intervention for 10 weeks to providing it for 20 weeks)
- Changing the intervention program to a more intensive one

At this time, Example ISD has identified the different intervention programs for Tier 2 versus Tier 3, so intensity could be increased by doing one or more of the five bullets above. (See Appendix H: Interventions Across Grade Levels for a chart that shows the intervention programs to be used at each grade.)

Structured Data Meeting (BOY, MOY, EOY)

At each meeting, administrators and teachers will fill out an instructional improvement plan. (See Appendix E for example templates.) The team will also decide which students to move to interventions and plan these interventions (who will provide them, when they will be scheduled and for how many days, program(s) to be used, etc.) (See Appendix E for an example template to document these decisions.) These plans will be collected and kept on file (either electronically or as a hard copy) by the MTSS leader.

Intervention criteria. Determining which students will receive different types of interventions is a campus-based decision, but some guidelines for making such decisions can help campuses to be consistent in how they identify students. Charts 7 and 8 provide MTSS Problem-Solving Teams with some guidance for making both entrance decisions (Chart 7) and exit decisions (Chart 8).

Chart 7. Reading Intervention Entrance Criteria Guidelines

Grade	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2**	EOY Tier 3**
K	SD on Screening	NA*	SD on Screening	NA*	SD on Screening	NA*
1st	SD on Screening	NA*	SD on Screening AND Fluency: 0–29	SD on Screening AND Listening	SD on Screening AND Fluency: 0–49	SD on Screening AND Listening
2nd	SD on Screening AND Fluency: 16+	SD on Screening AND Fluency: 0–15	SD on Screening AND Fluency: 26+	SD on Screening AND Fluency: 0–25	SD on Screening AND Fluency: 36+	SD on Screening AND Fluency: 0–35
3rd	Accuracy: 76 %–89% OR ORF: 36–59	Accuracy: 0 %–75% OR ORF: 0–35	Accuracy: 86%–91% OR ORF: 50–74	Accuracy: 0%–85% OR ORF: 0–49	Accuracy: 86–93% OR ORF: 60–89	Accuracy: 0%–85% OR ORF: 0–59
4th	Accuracy: 85%–92% OR ORF: 50–74	Accuracy: 0 %–84% OR ORF: 0–49	Accuracy: 90%–93% OR ORF: 60–89	Accuracy: 0%–89% OR ORF: 0–59	Accuracy: 90%–94% OR ORF: 70–99	Accuracy: 0%–89% OR ORF: 0–69
5th	Accuracy: 90%–94% OR ORF: 60–99	Accuracy: 0%–89% OR ORF: 0–59	Accuracy: 90%–95% OR ORF: 70–104	Accuracy: 0%–89% OR ORF: 0–69	Accuracy: 90%–96% OR ORF: 80–109	Accuracy: 0%–89% OR ORF: 0–69

SD = still developing; ORF = oral reading fluency.

*Many students enter school with little, if any, literacy instruction, so a campus may choose to provide effective core instruction for a time period (e.g., 9 weeks) before deciding which students need intervention. Tier 3 is not recommended for kindergarten or beginning of first grade.

**EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

Chart 8. Reading Intervention Exit Criteria Guidelines

Grade	MOY Tier 2	MOY Tier 3	EOY Tier 2	EOY Tier 3
K	D on Screening	NA*	D on Screening	NA*
1st	D on Screening AND Fluency: 30+	D on Screening AND Reading	D on Screening AND Fluency: 50+	D on Screening AND Reading
2nd	D on Screening AND Fluency: 60+	D on Screening AND Fluency: 26+	D on Screening AND Fluency: 80+	D on Screening AND Fluency: 36+
3rd	Accuracy: 92%+ AND ORF: 75+	Accuracy: 86%+ AND ORF: 50+	Accuracy: 94%+ AND ORF: 90+	Accuracy: 86%+ AND ORF: 60+
4th	Accuracy: 94%+ AND ORF: 90+	Accuracy: 90%+ AND ORF: 60+	Accuracy: 95%+ AND ORF: 100+	Accuracy: 90%+ AND ORF: 70+
5th	Accuracy: 96%+ AND ORF: 105+	Accuracy: 90%+ AND ORF: 70+	Accuracy: 97%+ AND ORF: 110+	Accuracy: 90%+ AND ORF: 80+

D = developed.

In addition to the criteria provided in Charts 7 and 8, teachers may use students' spelling inventory data to make intervention decisions. For example, if a student scores above the fluency cutoff for Tier 2 but also demonstrates extreme difficulty with spelling basic orthographic patterns (e.g., short vowels or other vowel patterns), the teacher may decide that the student needs to be moved into an intervention.

The criteria provided in Charts 7 and 8 are guidelines, not hard-and-fast rules. Specific students' needs and a campus's resources, including personnel, must be taken into account when setting criteria for moving students into and out of interventions. **Please also remember that if large numbers of students are identified for Tier 2 and/or Tier 3 (i.e., more than 25%), TIER 1 MUST BE IMPROVED.**

Intervention implementation. Any teacher who is providing a Tier 2 or Tier 3 intervention to students using one of the approved programs (see Chart 1) must have training in that program, and the program must be implemented with fidelity. The approved programs for Tiers 2 and 3 have been researched and designed to support reading improvement for most struggling readers. If they are not followed as designed, it is impossible to judge student growth in relation to the delivery of instruction.

Evaluating student progress. As discussed in the Assessment Scheduling section, teachers should collect progress-monitoring data, using Generic Curriculum-Based Measures, at least every 2 weeks. These data should be used to target specific students' needs and help teachers and administrators evaluate the effectiveness of the interventions. The MTSS Problem-Solving Team should meet monthly (at least) to assess student progress and help interventionists make adjustments in the delivery of interventions.

Along with students' scores on these assessments (e.g., words correct per minute, accuracy percentages), teachers and administrators should examine two other pieces of data:

- *Student progress across time:* Examining student progress across time includes analyses such as calculating the change in student scores from one time point to another (e.g., BOY to a progress-monitoring data point), calculating a student's average word per minute per week increase, and graphing student progress to examine a student's slope (rate of change). Each of these calculations and graphs can then be compared to average or grade-level growth to see whether the student is on target to meet grade-level expectations or goals that have been set for him/her. Chart 9 provides the average word per minute per week growth for grades 1–6 based on a national sample of students.

Chart 9. Average Word Increase Per Minute Per Week

Grade Level	Realistic Goal	Ambitious Goal
1	2.0	3.0
2	1.5	2.0
3	1.0	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993)

Appendix I provides an example line graph that can be used for assessing a student's slope compared to the ORF benchmarks and to an aim line that shows the student's slope needed to reach grade level by the end of the year.

- *Error analysis with student protocol:* Examining the errors that a student makes as he or she is reading provides the teacher with diagnostic information, which can then be used to tailor instruction. Teachers should look at errors made by individual students, but they should also examine the errors that are common across groups of students. Such analyses help teachers to target instruction at both the individual level and the group level.

Professional Development

Data meetings. Rather than viewing data meetings as something separate from PD, such meetings should be viewed as part of the PD that teachers receive. Any effective meeting or training should start with data analysis. Teachers and administrators should conduct their own data analysis daily, weekly, monthly, etc. Formal MTSS Problem-Solving Team data meetings should occur after each round of BOY, MOY, and EOY assessment and each month (at a minimum) to evaluate student progress within interventions. Such monthly meetings allow administrators to help teachers evaluate their instruction and make adjustments. At these meetings, teachers can ask questions and ask for support in certain areas or with specific types of students if they feel they need more instructional knowledge or strategies. These meetings can then lead to the following PD activities.

Stand-and-deliver training. To provide teachers with general knowledge in effective instructional strategies, management techniques, or other types of information, traditional stand-and-deliver training can be provided. This training might be led by a campus or district administrator, IS, teacher, or consultant. Such training provides teachers with helpful information, but to affect instructional practice and get teachers to improve their instruction, these general PD opportunities must be followed by instructional coaching.

Instructional coaching. Instructional coaching consists of data meetings, in-class observations with immediate feedback, co-teaching, and instructional modeling (See Appendix J for our instructional coaching model.) District or campus administrators, other teachers, ISs, or consultants can provide such coaching. The MTSS Problem-Solving Team should work with teachers at each grade level to derive a professional development plan for the year that includes data analysis meetings, stand-and-deliver trainings, and instructional coaching opportunities. These plans can be adjusted as data are examined and areas of concern are identified. (See Appendix J for an example instructional coaching plan that can help with making these plans.)

Program Monitoring

Core instruction observations. Core instruction across K–5 should be observed on a regular basis (at least monthly; at least weekly for teachers with less effective core instruction). Campus administrators, lead teachers, ISs, and district administrators can conduct these observations. Observation forms, such as those provided in Appendix F, can be used to document observations and to provide immediate feedback to teachers.

Intervention observations. Intervention instruction must be observed on a regular basis (e.g., monthly) to evaluate program implementation. Observers should look for the features of effective instruction (as described in Chart 2) as well as the use of specific instructional methods, strategies, and materials provided in the specific intervention program. Such observations can be conducted by district or campus administrators, ISs, or lead teachers. (See Appendix F for an example of an intervention observation tool that may be used for these purposes.)

MTSS's Relationship With Other Programs

MTSS and Tutoring

An MTSS framework differs from tutoring in some significant ways. Here are just a few of those differences:

- MTSS is a well-defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- MTSS requires the use of research-based interventions. Tutoring does not.
- MTSS requires the use of reliable, valid measures of reading. Tutoring does not.
- MTSS targets specific student needs based on learning gaps and may require instruction that focuses on below-grade-level knowledge and skills to fill these gaps. Tutoring usually focuses on grade-level student expectations within the TEKS.
- Within an MTSS framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amounts of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice within MTSS.

In other words, MTSS is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students within those interventions.

A student may participate in either MTSS interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (core) instruction.

MTSS and Special Education

One purpose for implementing an MTSS framework is to help identify more reliably students who have a learning disability. Student response to research-based instruction across time as assessed using reliable, valid measures provides much more accurate data for identifying students in need of more “specialized” instruction than data collected from one-shot testing, which, in the past, has been the method for special education identification. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students from needing specialized services.

However, some students’ lack of response to these research-based interventions will provide administrators and teachers with data that indicate the student may have a learning disability and need for special education services. In these cases, the MTSS Problem-Solving Team should communicate their concern to the Special Education Department and provide that department with the following data for the student:

- All screening, diagnostic, and progress-monitoring data (including a line graph with the student’s progress-monitoring data)
- Information about the core instruction, Tier 2 interventions, and/or Tier 3 interventions that have been provided to the student
- Proof that these various levels of instruction have been appropriately monitored
- Any notes about specific goals set for the student and instructional strategies tried to accelerate the student’s response to instruction (See Appendix K for a collaborative instructional log that can be used to document specific instructional strategies, progress-monitoring goals, etc. for each student.)
- Other information and documentation required by the Special Education Department

Special education is one component of an MTSS framework. MTSS is not a prereferral process for special education. It also cannot be used as an excuse for delaying or denying a student’s evaluation for special education. No matter where a student is in the MTSS process, if a student is suspected of having a learning disability and need for special education, campus administration should move immediately to have the student referred for an evaluation.

MTSS and Parent/Caregiver Communication and Training

Each campus should have a method for communicating to caregivers in general about the campus’s MTSS framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the MTSS framework can be communicated through parent/caregiver meetings, campus newsletters, or other forms of outreach to caregivers. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the intervention will affect student success must be sent home. (See Appendix L for the letter that to use for this purpose.)

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Appendices for Kindergarten Through Grade 5

Appendix A: Recommended Reading/Writing Blocks

Appendix B: Approved Supplementary Literacy Resources

Appendix C: Example K–5 Schedule

Appendix D: Entering Screening Data

Appendix E: Structured Data Meeting Checklists and Planning Documents

Appendix F: Observation Tools for Core and Intervention Instruction

Appendix G: MTSS Model for Example ISD

Appendix H: Interventions Across Grade Levels

Appendix I: Example Line Graph for Judging Student Progress

Appendix J: Instructional Coaching Model and Example Plan

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Appendix L: Parent Letter

Appendix A: Recommended Reading/Writing Blocks

Kindergarten Recommended Reading/Writing Blocks (Minimum = 2 hours)

Allotted Time	General Description	Specific Activities
30–40 minutes	Letters, sounds, making/blending words, sight words, fluency with skills	Introduce new letter/sound Review previously learned letters/sounds Make/build words with sounds already learned Introduce new sight words Review previously learned sight words Play word wall game(s) Use letter/sound fluency activities Use word fluency activities
10–15 minutes	Phonological awareness	Introduce new skill Review previously learned skill(s) Play game with skill(s) (pocket chart games, kinesthetic movement games, etc.)
15–25 minutes	Comprehension	Introduce strategy to be focused on Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using strategy as you read text Use a graphic organizer to help students use strategy as you walk them through you using the strategy Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, word they had difficulty understanding, mental images they created as you read)
15 minutes	Read-aloud focused on vocabulary	Introduce two to four words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)
30–45 minutes	Small groups and centers	Work with struggling students every day on phonological awareness, letters, sounds, sight words, reading connected texts (leveled and decodable) Work with independent readers every other day on reading fluency, vocabulary, and comprehension Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing
20 minutes	Writing	Introduce/review some aspect of writing Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing Provide mini-lessons on specific aspects of writing that students need more explicit instruction on

First-Grade Recommended Reading/Writing Blocks (Minimum = 2¼ hours)

Allotted Time	General Description	Specific Activities
30–50 minutes	Phonological awareness and sounds, making/ blending words, sight words, fluency with skills	Review previously learned phonological awareness skill(s) Play game with phonological awareness skill(s) (pocket chart games, kinesthetic movement games, etc.) Introduce new sound/spelling pattern Review previously learned sounds/spelling patterns Make/build words with sounds/spelling patterns already learned Introduce new sight words Review previously learned sight words Play word wall game(s)
10–15 minutes	Fluency	Use sound fluency activities Use word/phrase fluency activities Use partner reading, echo reading, etc.
15–25 minutes	Comprehension	Introduce strategy to be focused on Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using strategy as you read book Use a graphic organizer to help students use strategy as you walk them through your using the strategy Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)
15 minutes	Read-aloud focused on vocabulary	Introduce two to four words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. Read text (or part of text) aloud with these words in it; stop when you come to one of the words and review its meaning in context After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)
45 minutes	Small groups and centers	Work with struggling students every day on phonological awareness, sounds/ spelling patterns, making and blending words, sight words, reading connected texts (leveled and decodable) Work with more independent readers every other day on reading fluency, vocabulary, and comprehension Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing

Allotted Time	General Description	Specific Activities
20 minutes	Writing	<p>Introduce/review some aspect of writing</p> <p>Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing</p> <p>Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing</p> <p>Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing</p> <p>Provide mini-lessons on specific aspects of writing that students need more explicit instruction on</p>

Second-Grade Recommended Reading/Writing Blocks (Minimum = 2¼ hours)

Allotted Time	General Description	Specific Activities
30–45 minutes	Sounds, making/ blending words, sight words, fluency with skills	<p>Introduce new sound/spelling pattern</p> <p>Review previously learned sounds/spelling patterns</p> <p>Make/build words with sounds/spelling patterns already learned</p> <p>Introduce new sight words</p> <p>Review previously learned sight words</p> <p>Play word wall game(s)</p> <p>Use word/phrase fluency activities</p>
10 minutes	Fluency with partner reading	<p>Have students make predictions about what they will learn on Monday</p> <p>Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</p> <p>On other days (Tuesday–Thursday), have students reread passage several times for different purposes—to answer multiple-choice questions, retell, focus on reading with expression, record and listen to themselves read, figure out the main idea of one paragraph, etc.</p>
25 minutes	Comprehension	<p>Introduce strategy to be focused on</p> <p>Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using strategy as you read text</p> <p>Use a graphic organizer to help students use strategy as you walk them through you using the strategy</p> <p>Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)</p>
15 minutes	Read aloud focused on vocabulary	<p>Introduce two to four words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</p> <p>Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</p> <p>After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</p>

Allotted Time	General Description	Specific Activities
30–45 minutes	Small groups and centers	<p>Work with struggling students every day on phonological awareness, sounds/spelling patterns, making and blending words, sight words, reading connected texts (leveled and decodable), comprehension</p> <p>Work with independent readers every other day on reading fluency, vocabulary, and comprehension</p> <p>Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing</p>
20 minutes	Writing	<p>Introduce/review some aspect of writing</p> <p>Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing</p> <p>Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing</p> <p>Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing</p> <p>Provide mini-lessons on specific aspects of writing that students need more explicit instruction on</p>

Third-Grade Recommended Reading/Writing Blocks (Minimum = 2 hours)

Allotted Time	General Description	Specific Activities
20–30 minutes	Sounds, making/ blending words, sight words, fluency with skills	<p>Introduce sound/spelling pattern</p> <p>Review previously learned sounds/spelling patterns</p> <p>Make/build words with sounds/spelling patterns already learned</p> <p>Introduce new sight words</p> <p>Review previously learned sight words</p> <p>Play word wall game(s)</p> <p>Use word/phrase fluency activities</p>
10 minutes	Fluency with partner reading	<p>Have students make predictions about what they will learn on Monday</p> <p>Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</p> <p>On other days (Tuesday–Thursday), have students reread passage several times for different purposes—to answer multiple-choice questions, retell, focus on reading with expression, record and listen to themselves read, figure out the main idea of one paragraph, etc.</p>
30 minutes	Comprehension	<p>Introduce strategy to be focused on</p> <p>Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using strategy as you read text</p> <p>Use a graphic organizer to help students use strategy as you walk them through you using the strategy</p> <p>Have students write something related to their use of the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental images they created as you read)</p>

Allotted Time	General Description	Specific Activities
15 minutes	Read aloud focused on vocabulary	<p>Introduce two to four words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</p> <p>Read text (or part of text) aloud with these words in it; stop when you come to a word and review its meaning in context</p> <p>After reading, review words using a graphic organizer or other activity (role playing, drawing a picture of word, etc.)</p>
30–45 minutes	Small groups and centers	<p>Work with struggling students every day on sounds/spelling patterns, making and blending words, sight words, reading connected texts (leveled and decodable), comprehension</p> <p>Work with more independent readers every other day on reading fluency, vocabulary, and comprehension</p> <p>Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing</p>
20 minutes	Writing	<p>Introduce/review some aspect of writing</p> <p>Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing</p> <p>Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing</p> <p>Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing</p> <p>Provide mini-lessons on specific aspects of writing that students need more explicit instruction on</p>

Fourth-Grade Recommended Reading/Writing Blocks (Minimum = 2 hours)

Allotted Time	General Description	Specific Activities
20–30 minutes	Sounds, making/ blending words, sight words, fluency with skills	<p>Introduce sound/spelling pattern</p> <p>Review previously learned sounds/spelling patterns</p> <p>Make/build words with sounds/spelling patterns already learned</p> <p>Introduce new sight words</p> <p>Review previously learned sight words</p> <p>Play word wall game(s)</p> <p>Use word/phrase fluency activities</p>
10 minutes	Fluency with partner reading	<p>Have students make predictions about what they will learn on Monday</p> <p>Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</p> <p>On other days (Tuesday–Thursday), have students reread passage several times for different purposes—to answer multiple-choice questions, retell, focus on reading with expression, record and listen to themselves read, figure out the main idea of one paragraph, etc.</p>

Allotted Time	General Description	Specific Activities
25 minutes	Comprehension	<p>Introduce strategy to be focused on</p> <p>Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using the strategy as you read text</p> <p>Use a graphic organizer to help students use the strategy as you walk them through you using the strategy</p> <p>Have students write something related to them using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental images they created as you read)</p>
15 minutes	Read-aloud focused on vocabulary	<p>Introduce two to four words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</p> <p>Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</p> <p>After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</p>
30–45 minutes	Small groups and centers	<p>Work with struggling students every day on sounds/spelling patterns, making and blending words, sight words, reading connected texts (leveled and decodable), comprehension</p> <p>Work with more independent readers every other day on reading fluency, vocabulary, and comprehension</p> <p>Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing</p>
30 minutes	Writing	<p>Introduce/review some aspect of writing</p> <p>Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing</p> <p>Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing</p> <p>Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing</p> <p>Provide mini-lessons on specific aspects of writing that students need more explicit instruction on</p>

Fifth-Grade Recommended Reading/Writing Blocks (Minimum = 1¾ hours)

Allotted Time	General Description	Specific Activities
20–30 minutes	Sounds, making/ blending words, sight words, fluency with skills	<p>Introduce sound/spelling pattern</p> <p>Review previously learned sounds/spelling patterns</p> <p>Make/build words with sounds/spelling patterns already learned</p> <p>Introduce new sight words</p> <p>Review previously learned sight words</p> <p>Play word wall game(s)</p> <p>Use word/phrase fluency activities</p>

Allotted Time	General Description	Specific Activities
10 minutes	Fluency with partner reading	<p>Have students make predictions about what they will learn on Monday</p> <p>Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</p> <p>On other days (Tuesday–Thursday), have students reread passage several times for different purposes—to answer multiple-choice questions, retell, focus on reading with expression, record and listen to themselves read, figure out the main idea of one paragraph, etc.</p>
30 minutes	Comprehension and vocabulary	<p>Introduce strategy to be focused on</p> <p>Read a text aloud to reinforce this strategy—stop occasionally to think aloud about how you’re using strategy as you read text</p> <p>Use a graphic organizer to help students use strategy as you walk them through you using the strategy</p> <p>Have students write something related to them using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental images they created as you read)</p>
30–45 minutes	Small groups and centers	<p>Work with struggling students every day on sounds/spelling patterns, making and blending words, sight words, reading connected texts (leveled and decodable), and comprehension</p> <p>Work with independent readers every other day on reading fluency, vocabulary, and comprehension</p> <p>Use centers that cut across the five components (phonological awareness, phonics, fluency, vocabulary, comprehension) and writing</p>
15–20 minutes	Writing	<p>Introduce/review some aspect of writing</p> <p>Read a text to illustrate this aspect of writing—as you read, stop occasionally to discuss this aspect of writing</p> <p>Guide students through writing by writing your own piece with their help as a whole group—focus on specific aspect(s) of writing</p> <p>Eventually, have students write their own independent piece, focusing on specific aspect(s) of writing</p> <p>Provide mini-lessons on specific aspects of writing that students need more explicit instruction on</p>

Appendix B: Approved Supplementary Literacy Resources

Core Instruction

Resource	Publisher	Information
Previously adopted core reading program	Many publishers	This was our core reading program before we adopted all of the new programs we've put in place. The materials from this program can be used to provide whole-group or small-group instruction or for students to practice building specific skills and knowledge.
Florida Center for Reading Research (FCRR) materials	FCRR (www.fcrr.org)	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. https://fcrr.org/student-center-activities
TPRI Intervention Activities Guide, K–3	UT System and TEA	Every elementary campus has copies of this supplementary book to help teachers with small-group instruction. An electronic version of this guide can be found at www.tpri.org
Literacy Achievement Academies, K–3 Reading to Learn Academies, Grades 4–5	UT System and TEA	Some of our elementary teachers have received training in these literacy academies, which provided research-based strategies to use in their reading classrooms. These materials can be found on the Texas Gateway: www.texasgateway.org
West Virginia Reading First Explicit Phonics Lessons	Hickman County Schools	The materials can supplement the phonics materials being used in K–2. They can also be used in small-group instruction in grades 3–5 for students who are still working on the mastering the alphabetic principle. Here's the website where these materials can be found: https://buildingrti.utexas.org/links-websites/explicit-systematic-phonics-lessons-scope-sequence-materials
<i>Reading Strategies and Activities Resource Book for Students At Risk for Reading Difficulties</i>	The Meadows Center for Preventing Educational Risk (MCPER)	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in K–3. Here's the website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/reading-strategies-activities-resource-book-for-students-risk-for-reading-difficulties
<i>Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in K–5. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/essential-reading-strategies-for-struggling-reader-%C2%Aactivities-for-accelerated-reading
<i>Supplemental Instruction for Struggling Readers, Grades 3–5: A Guide for Tutors</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/supplemental-instruction-for-struggling-readers-grades-3-5-guide-for-tutors

Resource	Publisher	Information
<i>Effective Upper-Elementary Interventions for Students With Reading Difficulties: Word Recognition and Fluency</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-word-recognition
<i>Effective Upper-Elementary Interventions for Students With Reading Difficulties: Vocabulary and Comprehension</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-vocabulary-and
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: https://buildingrti.utexas.org
English Learner Institute for Teaching and Excellence (ELITE)	MCPER	This project provides research-based materials for supporting English learners' needs in literacy classrooms. Instructional resources include lesson plans in both Spanish and English that can be used in PK–3. Here's the website: www.elitetexas.org/resources-el
Write for Texas and the Texas Adolescent Literacy Academies	UT System and TEA	Some middle school teachers have attended these academies, which provide many research-based strategies to use in their reading classes. The reading strategies provided are appropriate for grades 3–5. The writing strategies and lessons are appropriate for grades 4–5. Here's the website: www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
Word Generation Elementary	Strategic Education Research Partnership (SERP)	This website provides free interdisciplinary units for grades 4–5 to enhance students' vocabulary development. Lessons can be downloaded for free at: https://wordgen.serpmedia.org/t_elem.html
Real Spellers website	Real Spellers	This website provides lesson plans and strategies for effectively teaching spelling, word study, and vocabulary. Instructional strategies provided on the website include word sums and word matrices, including a tool for making your own word matrices. Here's the website: www.realspellers.org/resources
ReadWorks website	ReadWorks	This website provides free texts and lesson materials. Here's the website: www.readworks.org

Resource	Publisher	Information
Specific Learning Difficulties Association of South Australia (SPELD-SA) Phonic Books	SPELD-SA	This association provides a set of 201 free phonic books that can be used in K–3 for students who need additional practice in reading specific phonic elements. Here's the website: www.speld-sa.org.au/services/phonic-books.html
CASL Handwriting Program	Graham & Harris	This program can be used to supplement the handwriting program being used in K–2. It provides lessons and activities to support students who struggle with correct letter formation and with handwriting fluency. Here's the URL for these materials: https://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf
Self-Regulated Strategy Development (SRSD) materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: www.thinksrsd.com/free-resources-to-share

Intervention Instruction

Resource	Publisher	Information
FCRR materials	FCRR (www.fcrr.org)	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. Here's the website: http://fcrr.org/student-center-activities
TPRI Intervention Activities Guide, K–3	UT System and TEA	Every elementary campus has copies of this supplementary book to help teachers with small-group instruction. An electronic version of this guide can be found at www.tpri.org
Literacy Achievement Academies, K–3 Reading to Learn Academies, Grades 4–5	UT System and TEA	Some of our elementary teachers have received training in these literacy academies that provided them with research-based strategies to use in their reading classrooms. These materials can be found on the Texas Gateway: www.texasgateway.org
West Virginia Reading First Explicit Phonics Lessons	Hickman County Schools	The materials can supplement the phonics materials being used in K–2. They can also be used in small-group instruction in grades 3–5 for students who are still working on the mastering the alphabetic principle. Here's the website where these materials can be found: https://buildingrti.utexas.org/links-websites/explicit-systematic-phonics-lessons-scope-sequence-materials
<i>Reading Strategies and Activities Resource Book for Students At Risk for Reading Difficulties</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in K–3. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/reading-strategies-activities-resource-book-for-students-risk-for-reading-difficulties

Resource	Publisher	Information
<i>Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in K–5. Here’s a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/essential-reading-strategies-for-struggling-reader-%C2%ADactivities-for-accelerated-reading
<i>Supplemental Instruction for Struggling Readers, Grades 3–5: A Guide for Tutors</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here’s a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/supplemental-instruction-for-struggling-readers-grades-3-5-guide-for-tutors
<i>Effective Upper-Elementary Interventions for Students With Reading Difficulties: Word Recognition and Fluency</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here’s a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-word-recognition
<i>Effective Upper-Elementary Interventions for Students With Reading Difficulties: Vocabulary and Comprehension</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2–5. Here’s a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-vocabulary-and
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here’s the website: https://buildingrti.utexas.org
SPELD-SA Phonic Books	Specific Learning Difficulties Association of South Australia	This association provides a set of 201 free phonic books that can be used in K–3 for students who need additional practice in reading specific phonic elements. www.speld-sa.org.au/services/phonic-books.html

Appendix C: Example K–5 Schedule

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:45–9:50 Reading/Writing/ Social Studies	7:45–10:15 Reading/ Writing/Social Studies	7:45–10:15 Reading/ Writing/Social Studies	7:50–8:40 Specials	7:50–8:50 I and E	7:45–8:50 Reading/ Writing
9:50–10:40 I and E	10:15–10:40 Math	10:15–11:15 Math	8:40–10:40 Reading/ Writing	8:50–11:00 Reading/ Writing	8:50–9:50 I and E
10:40–11:40 Lunch/Recess	10:40–11:30 Specials	11:15–11:45 Science	10:45–11:45 I and E	11:00–12:00 Lunch/Recess	9:50–10:40 Specials
11:40–12:30 Specials	11:30–12:30 Lunch/Recess	11:45–12:45 Lunch/Recess	11:45–12:00 Writing/Social Studies	12:00–12:30 Science	10:40–11:40 Science
12:30–1:30 Math	12:30–1:10 Math (cont.)	12:45–1:45 I and E	12:00–1:00 Lunch/Recess	12:30–1:20 Specials	11:40–12:30 Reading/ Writing/Social Studies
1:30–2:15 Science	1:10–1:45 Science	1:45–2:40 Specials	1:00–2:00 Math	1:20–2:45 Math	12:30–1:30 Lunch/Recess
2:15–2:45 Oral Language Centers	1:45–2:45 I and E		2:00–2:45 Science		1:30–2:45 Math

I and E = Intervention and Enrichment.

Interventionists' Lunch/Planning:

11:45–12:45 (additional 15-minute break to be taken during one I and E time)

Special Areas' Planning:

8:40–9:50 (extra 25 minutes can be used to support other teachers during I and E time)

Special Areas' Lunch:

1:20–1:50 (also have short break from 11:30 to 11:40)

Appendix D: Entering Screening Data

1. Go to data management website: <https://xxxx.com>
2. Enter your username and password.
3. *Include detailed steps here based on chosen data management system.*

Appendix E: Structured Data Meeting Checklists and Planning Documents

To facilitate data-based decision making, Example ISD will implement ongoing, structured data meetings throughout the school year (BOY, MOY, EOY).

Goals

- Establish achievement status and/or progress for each student against established benchmark goals from the screening assessments.
- Identify students “at risk” for future or ongoing reading difficulties.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) reading interventions.
- Organize intervention groups by instructional need.
- Identify pockets of outstanding student progress (and subpar progress) among core reading classes, speculate on the causes of the better-than-average outcomes, and plan for other grade-level teachers’ adoption of the identified practice or practices.

Preparation

Campus Principal

- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as the assistant principal completes the data reports.
- Make sure the structured data meetings goals, preparation, and protocol sheets are made available electronically to all members of the team who will attend the meeting.

Assistant Principal

- Oversee the creation of district-, school-, and class-level data sets (including ALL screening data).
- Ensure that class (Tier 1) data spreadsheets (generated from data management system) are printed.
- Support principal in data management, organization, and analysis.

District Curriculum And Instruction Support

- Review district- and school-level data sets and meeting checklists (Tier 1 and Tiers 2–3).
- Bring notes on observations (of both Tier 1 and Tiers 2–3).
- Bring instructional support information, such as specific instructional strategies, materials to use, etc.

Teachers

- Print and review district-, school-, and class-level data sets and meeting checklists (Tier 1 and Tiers 2–3).
- Bring any other data to help in analyzing student progress and decision making.
- Bring notes on instructional strategies used in Tiers 1, 2, and/or 3.

Tier 1 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students at grade and teacher levels (Tier 1).
 - Refer to class data spreadsheets (from data management system) to identify current performance of grade level.
 - Review any other data that the team feels are pertinent to analyzing Tier 1.
- ☐ STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students progressing toward the identified benchmark (e.g., “We will go from 50% at risk at BOY to 25% at risk at MOY.”).
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Review previous Tier 1 instructional plan (if available) and build on action steps.
 - Complete item analysis to identify skills that large numbers of students missed; select instructional practices to implement.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during next benchmark period (e.g., next semester).
 - IF AT BOY OR MOY: Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
 - IF AT EOY: Identify program challenges and areas of needed improvement in Tier 1 and record a plan for making these improvements in the coming year on **Instructional Improvement Plan (EOY), Part B**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - IF AT BOY OR MOY: Recording decisions on the **Tier 1 Instructional Plan, Part B**

Tier 1 Instructional Plan (BOY and MOY)

Date: _____ Grade: _____

PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Literacy Skills	Supporting Instructional Practices	Notes

PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

Instructional Improvement Plan (EOY)

Date: _____ Grade: _____

Part A: Tier 1 Goals

Use Tier 1 Checklist Step 2 and Tiers 2 and 3 Checklist Step 3 to set Tier 1, 2, and 3 goals for next year. Record goals below.

Part B: Tier 1 Plan for Improvement

Use Tier 1 Checklist Steps 3 and 4 to identify program challenges and areas of needed improvement in Tier 1. Record a plan to improve Tier 1 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (follow-up)

Part C: Tiers 2 and 3 Plan for Improvement

Use Tiers 2 and 3 Checklist Steps 1–4 to identify program challenges and areas of needed improvement in Tiers 2 and 3. Record a plan to improve Tiers 2 and 3 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (follow-up)

Tiers 2 and 3 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students.
 - Refer to class data spreadsheets (from data management system) to identify current performance of specific students.
 - Review any other data that the team feels is pertinent to analyzing Tiers 2 and 3.
- ☐ STEP 2: Team determines student intervention needs and creates intervention groups.
 - Review designated sources of evidence to identify students who need targeted intervention.
 - Analyze performance on each measure to identify students' instructional needs.
 - Assess campus resources and create data-informed intervention groups.
 - Record intervention decisions and groupings on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 3: Team reviews goals set at previous structured data meeting and sets measurable goals for each Tier 2 and 3 group to achieve by the next screening assessment.
 - Refer to previous **Tier 1 Instructional Plan, Part A** when setting goals.
 - State goals in terms of desired score by next screening assessment (e.g., "Jackson will go from 20 words correct per minute at BOY to 50 words correct per minute by MOY").
 - Record goals on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 4: Team determines criteria for monitoring students' progress.
 - Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers 2 and 3 (e.g., screening, progress-monitoring data).
 - Consider instructional changes (e.g., pacing, reinforcement of skills, Tier 1 instruction) if students or groups make insufficient progress toward goals.
 - Plan data review points to evaluate progress toward target skill level.
- ☐ STEP 5: Team plans communication with parents.
 - Agree on plan for sending letters home to parents.

This process was adapted from:

The Meadows Center for Preventing Educational Risk. (2013) *Structured data meetings*. Austin, TX: Author.

Pennsylvania Training and Technical Assistance Network. (2008). *Data analysis team script*. Harrisburg, PA: Pennsylvania Department of Education.

Create intervention groups based on students' intervention needs (Step 2). Set measurable goals for each group (Step 3). Review goals throughout the intervention period. Review data regularly to ensure that each student achieves at least the minimum rate of progress.

[illegible]

Goals				
Core Teacher				
Students				
Intervention Program				
Teacher and Meeting Time				

Weekly/Monthly Data Meeting Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews previous goals and compares to current performance.
 - Refer to class data spreadsheets to identify current performance of grade level.
- ☐ STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students making progress toward recommended benchmark goals. Teams may generate goals in more than one area.
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Complete item analysis to identify specific skills that large numbers of students missed.
 - Select instructional practices and strategies that directly address the specific knowledge and skills needed to meet goals.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during the next benchmark period.
 - Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - Recording decisions on the **Tier 1 Instructional Plan, Part B**

Appendix F: Observation Tools for Core and Intervention Instruction

Phonemic Awareness, Phonics, and Fluency Checklist of Best Practices: Kindergarten

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of phonemic awareness, phonics, and fluency with phonics skills scheduled daily			
Phonemic awareness (PA) done daily in whole group			
PA done daily in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Sound-by-sound blending in whole group daily			
Sound-by-sound blending in small groups daily			
Use of sorts (pictures, letters, words) based on phonics elements on a weekly basis			
Use of decodable texts (especially with struggling students) on a daily basis			
(AFTER FEBRUARY) Phoneme-grapheme mapping with phonics/spelling words on a weekly basis			
Fluency games to build in review of phonics elements on a daily basis			
Fluency games to build in review of high-frequency words on a daily basis			
(AFTER FEBRUARY) Fluency games with phrases on a weekly basis			
(AFTER FEBRUARY) Partner reading with decodable texts and/or leveled texts scheduled daily			
Sound-spelling cards up where students can see them easily			
Sound-spelling cards being used on a daily basis as review			
Word wall with high-frequency words up where students can see it easily			
Word wall used on a daily basis to build fluency with high-frequency words			

Phonemic Awareness, Phonics, and Fluency Checklist of Best Practices: Grade 1

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of phonemic awareness, phonics, and fluency with phonics skills scheduled daily			
PA done daily in whole group			
PA done daily in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Phoneme-grapheme mapping with phonics/spelling words on a weekly basis			
Sound-by-sound blending in whole group daily			
Sound-by-sound blending in small groups daily			
Use of word sorts based on phonics elements on a weekly basis			
Use of decodable texts (especially with struggling students) on a daily basis			
Fluency games to build in review of phonics elements on a daily basis			
Fluency games to build in review of high-frequency words on a daily basis			
Fluency games with phrases on a weekly basis			
Partner reading with decodable texts and/or leveled texts scheduled daily			
Sound-spelling cards up where students can see them easily			
Sound-spelling cards used on a daily basis as review			
Word wall with high-frequency words up where students can see it easily			
Word wall used on a daily basis to build fluency with high-frequency words			

Phonemic Awareness, Phonics, and Fluency Checklist of Best Practices: Grade 2

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
A minimum of 30 minutes of phonemic awareness, phonics, and fluency with phonics skills scheduled daily			
PA done daily in whole group			
PA done daily in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics/spelling words on a weekly basis			
Sound-by-sound blending in whole group daily			
Syllable chunking and blending in whole group one to two times a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups daily for students who need it			
Use of word sorts based on phonic elements on a weekly basis			
Use of decodable texts either in whole group or in small group with struggling students on a daily basis			
Fluency games to build in review of phonic elements on a daily basis			
Fluency games to build in review of high-frequency words on a daily basis			
Fluency games with phrases on a weekly basis			
Partner reading with decodable texts and/or leveled texts scheduled daily			
Sound-spelling cards up where students can see them easily			
Sound-spelling cards used on a daily basis as review			
Word wall with high-frequency words up where students can see it easily			
Word wall used on a daily basis to build fluency with high-frequency words			

Phonemic Awareness, Phonics, and Fluency Checklist of Best Practices: Grade 3

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
A minimum of 25 minutes of phonics and fluency with phonics skills scheduled daily (phonemic awareness done with students who need it)			
PA done daily in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics/spelling words on a weekly basis			
Sound-by-sound blending in whole group two to three times a week			
Syllable chunking and blending in whole group two to three times a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups daily for students who need it			
Use of word sorts based on phonic elements on a weekly basis			
Use of decodable texts either in whole group or in small group with struggling students on a daily basis			
Fluency games to build in review of phonic elements three times a week			
Fluency games to build in review of high-frequency words on a weekly basis			
Fluency games with phrases on a weekly basis			
Partner reading with decodable texts and/or leveled texts scheduled daily			
Sound-spelling cards up where students can see them easily			
Sound-spelling cards used on a weekly basis as review			
Word wall with high-frequency words up where students can see it easily			
Word wall used on a daily basis to build fluency with high-frequency words			

Phonemic Awareness, Phonics, and Fluency Checklist of Best Practices: Grades 4–5

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
A minimum of 20 minutes of phonics and fluency with phonics skills scheduled daily (phonemic awareness is done with students who need it)			
PA done one to two times a week in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics/spelling words on a weekly basis			
Sound-by-sound blending and/or syllable chunking and blending in whole group two to three times a week			
Sound-by-sound blending and/or syllable chunking and blending in small groups two to three times a week for students who need it			
Use of word sorts based on phonic elements on a weekly basis			
Use of decodable texts either in whole group or in small group with struggling students two to three times a week			
Fluency games to build in review of phonic elements one to two times a week			
Fluency games to build in review of high-frequency words on a weekly basis			
Fluency games with phrases on a weekly basis			
Partner reading with decodable texts and/or leveled texts scheduled daily			
Sound-spelling cards up where students can see them easily			
Sound-spelling cards used on an as-needed basis as review			
Word wall with high-frequency words up where students can see it easily			
Word wall used on a daily basis to build fluency with high-frequency words			

Observing: Features of Effective Instruction

Teacher: _____ Observer: _____ Date: _____

Core or Intervention (circle one)	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The teacher...				
Introduces concepts and skills by stating what the lesson's purpose is and how it will be accomplished				
Explains concepts and skills in clear and direct language				
Models and demonstrates with the use of examples				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during lesson and activities to gauge understanding and address specific student needs				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Uses grouping formats beyond whole-group and independent work to ensure student mastery of skills/concepts (circle all that are observed): Teacher-led small groups Partners Mixed-ability small groups				
Differentiates within and across grouping formats to meet students' specific needs (circle needs that teacher addresses): Students struggling with skill/concept Students needing extensions				
Is the lesson carefully and purposefully designed ?	YES		NO	

Intervention Observation Tool

Grade: _____ Homeroom Teacher: _____ Interventionist: _____

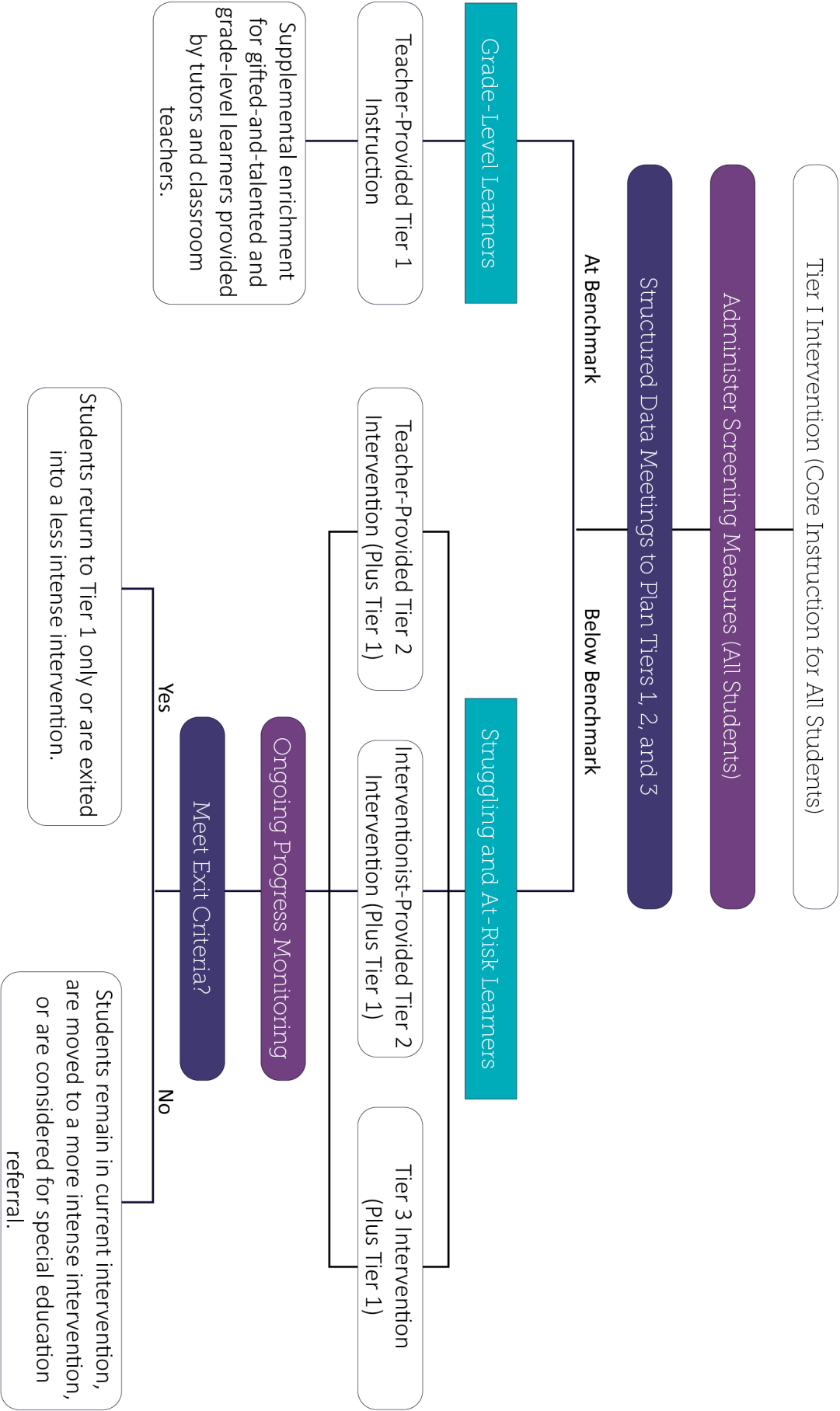
of Students: _____ Type of Intervention: Tier 2 / Tier 3 Date: _____

Reading Component	Time			Activity/Objective	Instruction/Management		
	Start time	End time	Total mins.		Mostly instructing	Often managing	Mostly managing
Phonemic Awareness							
Phonics							
Fluency							
Vocabulary							
Comprehension							

NOTE: The components taught should reflect students' needs.

Intervention Instruction	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The interventionist...				
Introduces the concepts and skills in small steps				
Explains concepts and skills in clear and direct language				
Models and demonstrates procedures with the use of lots of examples				
Checks initial practice items for correctness and provides immediate feedback				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during an activity to be sure that they are performing correctly				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Redirects off-task behavior when it occurs				
Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

Appendix G: MTSS Model for Example ISD

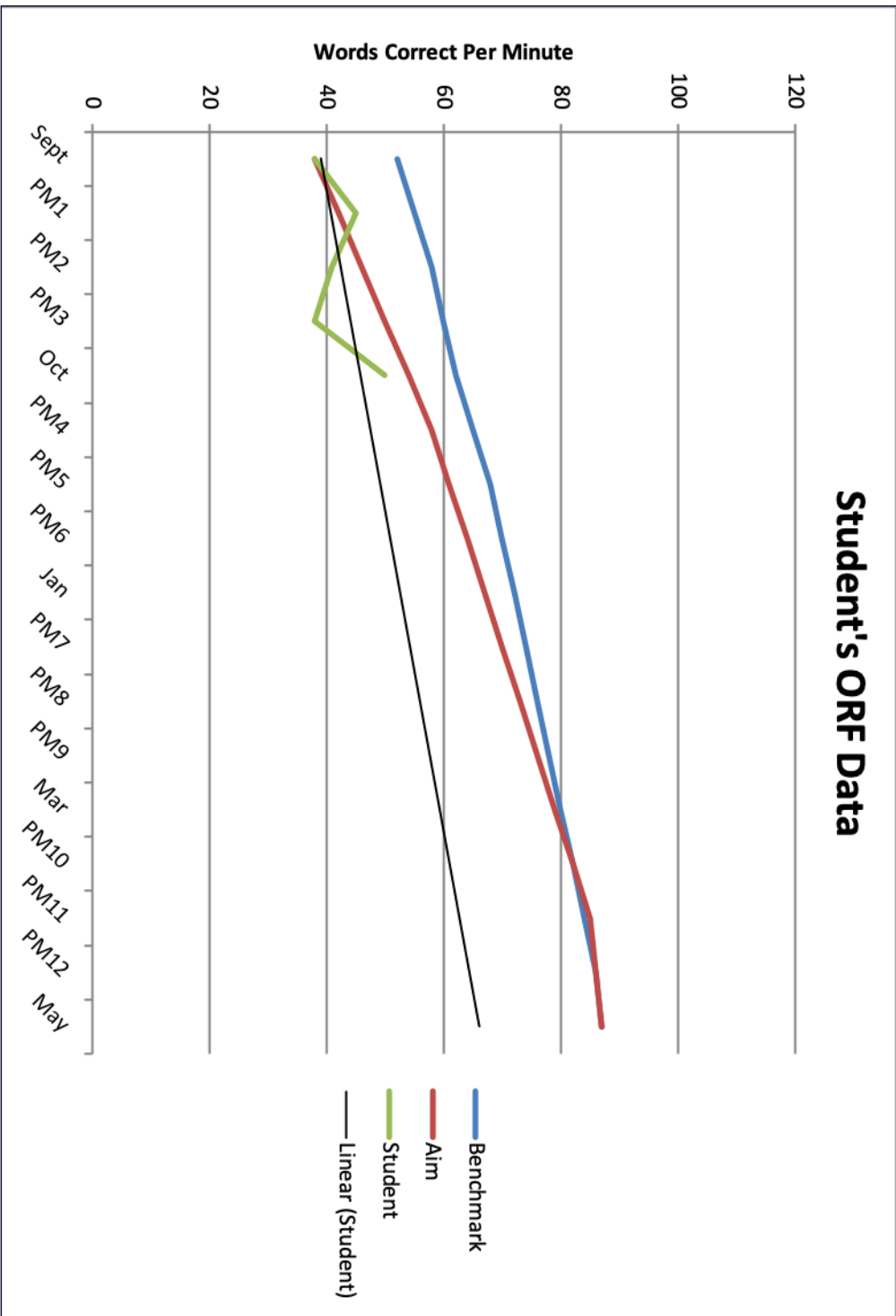


Appendix H: Interventions Across Grade Levels

Grade	Tier 1	Tier 2	Tier 3
Kinder.	Phenomenal Phonics Program Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	NA
1st Grade	Phenomenal Phonics Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
2nd Grade	Phenomenal Phonics Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
3rd Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
4th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
5th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program

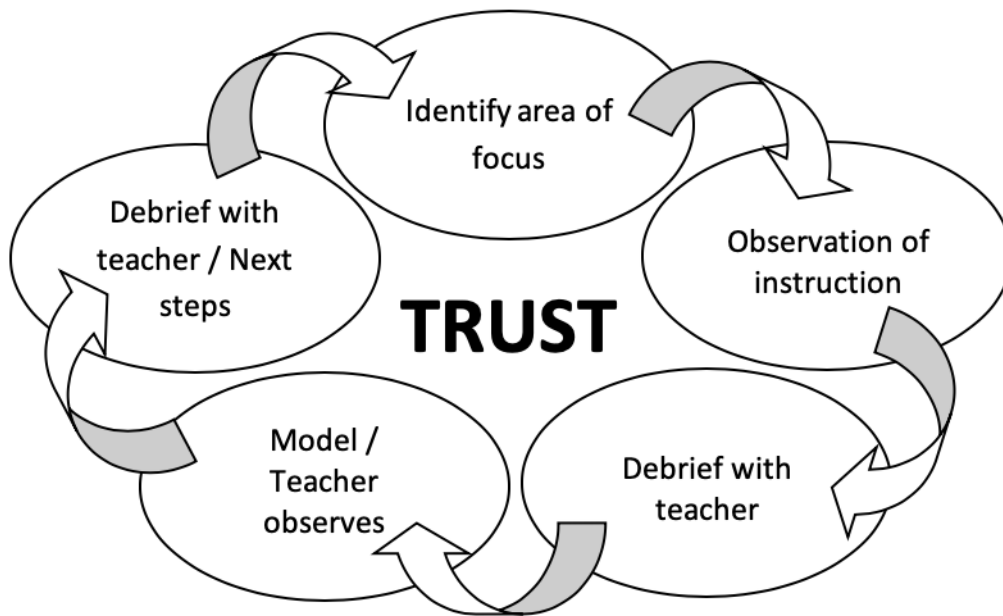
Appendix I: Example Line Graph for Judging Student Progress

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan.	PM7	PM8	PM9	Mar.	PM10	PM11	PM12	May
Benchmark	51	54	57	60	63	66	67	70	73	75	77	79	81	83	85	87	89
Aim	38	42	46	50	54	58	61	64	67	70	73	76	79	82	85	87	89
Student	38	45	41	38	50												



Appendix J: Instructional Coaching Model and Example Plan

Instructional Coaching Model



Identify Area of Focus

- Coach, administrators, and teachers analyze data for student strengths and areas of need.
- Analyze data at district, campus, teacher, and student levels.
- Focus on core instruction first: Identify whole-group student needs and small-group student needs; create mixed-ability groups for center and/or partner work.
- Discuss specific instructional decisions and planning that need to occur based on student data (could be different from class to class).
- Identify students in need of Tier 2 and Tier 3 interventions.

Observe Instruction

- Visit classrooms, looking for specific instructional strategies discussed during data analysis meetings and preobservation meetings.
- Also look for different grouping formats: How are students grouped? What are students doing in groups? What is the teacher doing in the whole group versus small groups?
- Make note of specific teacher strengths and areas of need.
- Pay attention to the features of effective instruction (explicit instruction, modeling, scaffolding, immediate feedback, differentiated instruction, pacing, etc.).
- Examine observation data for research-based practices: Is the teacher using effective techniques that will specifically improve upon student needs in the data? For example, if students show a weakness in fluency, is the teacher using partner reading, sight-word fluency games, etc.? If students show a weakness in accuracy, is the teacher teaching phonics explicitly and systematically effectively and consistently (every day)?

Debrief With Teacher

- After observations, meet with each teacher to go over observation data, connect it to student data, and discuss strengths and areas of need.
- Choose an area that you and the teacher decide would be most beneficial for the teacher to work on based on the student data and your observation data.
- Plan a time to model a lesson or strategy related to this area for the teacher to observe.
- If appropriate, create an observational tool that will help the teacher focus on specific aspects of the lesson/strategy. For example, if the teacher wants support with explicitly teaching fluency with partner reading, have the teacher look for instructional elements such as explicitly stating the objective, defining “fluency” for the students, modeling fluent and dysfluent reading, etc.

Model While Teacher Observes

Plan and model a lesson for the teacher while the teacher observes. If you have created an observational tool, the teacher should use it.

Debrief with Teacher and Next Steps

- As soon as possible after the model lesson, meet with the teacher to debrief and go over any notes the teacher took during the observation.
- Bring your lesson plan, the materials you used during the lesson, and any other materials that will help the teacher in planning and implementing a similar lesson.
- Plan and schedule a time for you to observe the teacher implementing a similar lesson. If possible, offer to help the teacher in the planning process if the teacher feels help is needed.
- Continue to examine student data as the teacher implements these new lessons and strategies.

Example Instructional Coaching Plan

Background Information

1st Grade BOY Data (Five Teachers)

- Students are struggling on TPRI Fluency (about 50% read less than 15 words correct per minute).
- A group of students is also struggling on letter-sound correspondences (about 25% are in the at-risk group).

Structured Data Meeting

- Teachers discussed the need for partner reading. Several teachers talked about needing to see this modeled in their classrooms.
- In a discussion of different kinds of texts, teachers did not know when to use leveled texts versus decodable texts.
- Two new teachers also discussed not knowing how to teach phonics effectively. They feel like they need to see in action what the core program says to do.

Classroom Observations

- One teacher is doing an effective job using partner reading with decodable texts as part of her phonics/fluency instruction.
- Four teachers do not have their sound-spelling cards posted.
- When you go in to observe phonological awareness, phonics, and fluency instruction using your checklist, you notice that two teachers spend 15 minutes on these elements and the other three spend anywhere from 30 minutes to an hour on these elements daily.
- No one is doing sound-by-sound blending. They all have students read words just as whole words.
- Two teachers have started doing small-group rotations. (It is now 3 weeks into the school year.) The other three teachers have the time designated in their schedules, but they are not doing small groups.

Instructional Coaching Plan

Trainings/Meetings

- Based on identified general needs, you set up an after-school training (1½ hours) on phonics instruction. In this session, you train teachers on the following:
 - Posting and using the sound-spelling cards
 - Incorporating sound-by-sound blending using the words from the phonics lessons in the core program
 - Using partner reading with decodable texts (The one teacher will model how she uses this technique in her classroom.)
- You plan a series of professional learning community sessions on small-group instruction. At these meetings, you will review student data, discuss the importance of using small groups to differentiate, and provide specific strategy ideas to use during small-group lessons.

Modeling of Instructional Techniques

- Each teacher will observe the teacher who is using partner reading with decodable texts.
- You plan to model sound-by-sound blending for each of the teachers. (You also have them videotape these lessons, so you can use them at a future professional learning community meeting.)

Follow-Up Observations

- You visit classrooms after your phonics training, looking specifically for the sound-spelling cards and teachers using these cards.
- After you model sound-by-sound blending, you schedule visits with teachers to observe them using this technique.
- After teachers observe the one teacher modeling partner reading with decodable texts, you help the other teachers create these materials and then plan to observe them using this technique.

Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston, MA: Sopris West.

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Student:		Grade:		Homeroom Teacher:	
Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Intervention Summary		
Instrument: Date: Phonemic Awareness: PHonics/Word Study: FLuency: VOcabulary: COmprehension:	Intervention Exit Criteria:	Program: Teacher: Amount of Time: Time of Day: Daily OR Other:	Differentiated Instruction: Intervention Teacher: Group:		
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data	
<div>(dates)</div> <div>(schedule)</div> <div> Progress Goals PA CO PH VO FL </div>				<div>(score/benchmark/status)</div> <div> PA / / PH / / FL / / CO / / VO / / </div>	
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data	
<div>(dates)</div> <div>(schedule)</div> <div> Progress Goals PA CO PH VO FL </div>				<div>(score/benchmark/status)</div> <div> PA / / PH / / FL / / CO / / VO / / </div>	

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div> Progress Goals PA PH CO FL VO </div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div> Progress Goals PA PH CO FL VO </div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div> Progress Goals PA PH CO FL VO </div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>

Additional Notes			
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Additional Notes

Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Appendix L: Parent Letter

Notice of Interventions

Date: _____

Dear _____:

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports:_____.

Based on your child's needs, she or he will be receiving additional support in _____ through the multi-tiered system of supports (MTSS) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following interventions will benefit your child:_____. The duration of the interventions will be _____. You will receive an Intervention Progress Report along with your child's report card at the end of the 9-week grading period.

If you need more specific information, please contact me at _____. If you have questions regarding the MTSS program, please contact _____ at _____.

Sincerely,

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on MTSS. The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for 3 or more

school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for 3 or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of 3 or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services:

Contact Person: _____

Phone Number: _____

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services:

Contact Person: _____

Phone Number: _____

Additional Information

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process: <https://fw.esc18.net>
- Partners Resource Network: <https://prntexas.org>
- Special Education Information Center: www.spedtex.org

T·I·E·R

Multi-Tiered System of Supports: Middle School Reading, Grade 6 Through Grade 8

T·I·E·R

Multi-Tiered System of Supports: Middle School Reading, 6–8

Purpose

Example Independent School District (ISD) uses a multi-tiered System of supports (MTSS) framework in reading to prevent reading difficulties, provide early reading interventions, and help to identify students with possible learning disabilities. The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective reading instruction across content area classrooms and reading interventions, we can substantially reduce the number of students with reading difficulties and disabilities. Each elementary campus is charged with establishing and implementing an MTSS framework that follows the program and process guidelines outlined herein.

The Program

In this section, we provide the “what” and “who” of the district’s MTSS framework. It includes what will be used to teach students, what will be looked for within effective instruction, what will be used to assess students’ reading, who will participate in implementing the campus’s MTSS framework, and what guidelines should be followed when scheduling MTSS content area instruction and interventions.

Curricula

Our curricula across content area classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in advanced word study and vocabulary, fluency, comprehension, and writing. (See Appendix A for suggested timeframes for teaching these reading components.) Several research-based reading curricula have been identified for use across Tiers 1, 2, and 3. Each of these curricula provides teachers with a scope and sequence, lessons, instructional materials, assessments, and other resources that should be used with fidelity. (See Chart 1 for a list of the approved programs for Tiers 1, 2, and 3.)

Chart 1. Approved Programs for Tiers 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
6th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
7th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
8th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program

Reading Supplemental Materials: Content Area Instruction

In addition to the programs listed in Chart 1, teachers are allowed to pull from research-based sources. Resources that have been provided to teachers to supplement their core instruction include the following:

- Previously adopted core literature/writing program:
Every campus has these materials to use within their core reading instruction.
- Write for Texas:
These materials provide instruction related to different writing genres, the writing process, syntax, and grammar. They can be used in whole-group lessons or small-group instruction.
- Texas Adolescent Literacy Academies (TALA):
These materials provide research-based lessons and strategies for teaching multisyllabic word reading, fluency, vocabulary, and comprehension. They can be used in whole-group or small-group instruction.
- Texas Gateway OnTRACK lessons:
All teachers and administrators have access to the free instructional materials provided at **www.texasgateway.org**

(For a complete list of approved supplemental materials, see Appendix B: Approved Supplementary Literacy Resources: Core Instruction.)

Teachers are also allowed to use their literacy library to pull leveled texts for teacher-led small-group instruction. They may also pull authentic texts from the library, their own personal libraries, newspapers, magazines, etc. to supplement the texts that are provided in the core literature program.

Any other materials that teachers would like to use for Tier 1 reading instruction or interventions need to be approved by the curriculum and instruction department. If they are approved, they will be added to the Approved Supplementary Literacy Resources list.

Reading Supplemental Materials: Intervention

In grades 6–8, teachers will use #1 Tier 2 Reading Program and #1 Tier 3 Reading Program to provide interventions. Resources that have been provided to teachers to supplement their intervention instruction include materials from the Write for Texas, TALA, Gateway, and Building RTI Capacity websites. (For a complete list of approved supplemental intervention materials, see Appendix B.)

Instructional Delivery

Within their core instruction and interventions, teachers are expected to incorporate the features of effective instruction. These features include the following:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Appropriate pacing
- Use of multiple grouping formats
- Differentiated instruction

The purpose of these features is to provide instruction that meets the needs of all students in every classroom and intervention. (See Chart 2 for an explanation of and an example illustrating each feature.)

Chart 2. The Features of Effective Instruction

Explanation	Nonexample	Example
Explicit instruction with modeling		
Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how to do it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines “main idea” for students. She then describes a process for figuring out a text’s main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text.
Systematic instruction with scaffolding		
Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can’t read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can’t read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., “The <i>m</i> at the end of this syllable makes it closed, so the <i>a</i> says its short sound, /a/.”). The teacher “swoops” under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables to read the whole word.
Multiple opportunities to practice and respond		
Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student read a text aloud into “whisper phone.” She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her.
Immediate and corrective feedback		
Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (six-word) spelling assessment, in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.

Explanation	Nonexample	Example
Appropriate pacing		
Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a “vocabulary” lesson, the teacher gives students 45 minutes to copy definitions and sentences for eight vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing six words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence.
Use of multiple grouping formats		
Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students’ strengths and meet students’ specific needs	The teacher provides all instruction in the whole group and all practice as independent activities.	The teacher provides instruction in the whole group, but then uses teacher-led small groups to target specific lessons to specific students’ needs. For example, she uses the whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction		
Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson. A second group receives instruction in phonics and fluency. A third group gets a focused lesson on oral language and vocabulary development. A fourth group receives an on-grade-level comprehension lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts.

Rosenshine, 2012.

Student progress hinges on teachers delivering instruction effectively. Any content area or intervention classroom not incorporating all seven of these features will most likely fail to meet the needs of a disproportionate number of students, resulting in too many students failing to respond as they should to such instruction. We must focus on the content and delivery of instruction across every classroom before using assessment data to move students to more intensive levels of intervention.

Assessments

For the purposes of implementing an MTSS framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for each grade, 6–8. (See Chart 3 for a list of these assessments.) The main assessments we use for screening and collecting some diagnostic information are the Texas Middle School Fluency Assessment (TMSFA), spelling inventories, and maze measures. Sixth-grade teachers can use the maze measure in the Generic Curriculum-Based Measures (GCBM). Seventh- and eighth-grade teachers will use maze measures created by the Curriculum and Instruction Department.

To gain more diagnostic information, we use the TMSFA Word Lists and other kinds of diagnostic assessments to gain more information about specific gaps in student knowledge. Such diagnostic data are especially helpful when targeting student needs in teacher-led small groups and interventions.

To progress monitor students who are deemed at risk in reading based on the screening assessments, we use the TMSFA and maze measures. In grades 6–8, we have the State of Texas Assessments of Academic Readiness (STAAR) as outcome measures.

Each of these kinds of assessments is required to implement an MTSS framework effectively. Within our framework, we use these data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our literacy program, and making adjustments in our instructional programs as needed.

Chart 3. MTSS Middle School Reading Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcome
6th–8th Grades	Spelling Inventory TMSFA Oral Reading Fluency Maze	TMSFA Word List Other diagnostic assessments as needed	TMSFA Oral Reading Fluency Maze	STAAR

Personnel

Each campus should designate an MTSS Problem-Solving Team whose members are responsible for implementing and monitoring their campus’s MTSS framework. Membership on such a team will vary from campus to campus and will depend on the personnel available at each campus. At a minimum, the MTSS Problem-Solving Team should include the principal, one assistant principal, and the intervention specialist (IS). Other possible members include lead general education teachers, special education or dyslexia teachers, and counselors. (See Chart 4 for a list of personnel and possible responsibilities within an MTSS framework.)

Campus principal. The campus principal is responsible for the implementation and monitoring of the MTSS framework at his/her campus. The administrator will run data meetings, observe both core and intervention instruction for fidelity of implementation, and be responsible for all decisions made within the framework.

Assistant principal. The assistant principal coordinates the collection and management of all assessment data. Thus, their participation on the leadership team will facilitate aspects of the process specifically related to assessments and data analysis. They can help administrators in scheduling assessment administrations, ensuring that data are entered into the data management system in a timely way, and creating data reports for analysis.

Intervention specialist. The main role of the IS is providing interventions to struggling students in Tier 2 and Tier 3 interventions. The IS can support administrators and teachers with data analysis along with instruction for students struggling in specific literacy areas. The IS provides administrators with an expert who can support them with instructional knowledge related to the interventions.

District Curriculum and Instruction Department support. Example ISD’s Curriculum and Instruction Department will provide coaching support to administrators, teachers, and ISs. (See Appendix J for the district’s instructional coaching model and an example instructional coaching plan.)

Chart 4. MTSS: Key Personnel’s Roles and Responsibilities

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
Principal	MTSS leader	Lead the campus’s MTSS program and process Designate other leaders to facilitate implementation and monitoring of the MTSS framework Conduct regular data analysis meetings Observe core and intervention instruction for fidelity of implementation Support teachers through professional development (PD) Participate in ongoing PD	Lead all meetings related to the MTSS program and process Communicate with other campus leaders about MTSS program and process Lead campus PD efforts related to MTSS
Assistant principal	Data management and analysis	Oversee collection of screening, diagnostic, progress-monitoring, and outcome data Oversee data management/analysis Support principal in managing and pulling data Lead campus data analysis Observe core and intervention instruction for fidelity of implementation Participate in ongoing PD	Schedule data collection and management activities Oversee teachers managing/analyzing data Lead data analysis
Intervention specialist	Interventionist and literacy specialist	In grades 6–8, provide Tier 2 and Tier 3 interventions (90% of their job responsibilities) Support campus data analysis Support teachers in implementing effective instruction with struggling students Participate in ongoing PD	Support administrators with data analysis Provide expertise in the components of literacy Provide expertise in instructional delivery

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
District Curriculum and Instruction Department support	Coaching support	Support campus data analysis Support administrators in monitoring effective instruction Coordinate and provide ongoing PD	Support administrators with data analysis Provide expertise in the components of literacy Provide expertise in instructional delivery
General education teacher(s)	Core instruction expert	Provide effective instruction to students Assess students Print data reports and review data Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery
Special education or dyslexia teacher	Expert in reading instruction for struggling students	Provide effective instruction to students Assess students Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery

Other personnel. The campus administrator may choose to put other personnel on the campus’s MTSS Problem-Solving Team. For example, it may be helpful to have a lead general education teacher provide expertise in content area reading instruction or a special education teacher provide expertise in working with struggling readers.

Scheduling

Every student should participate in scheduled English language arts and reading (ELAR) classes. Minimum amounts of time for the components of reading and writing instruction have been designated for middle school ELAR classrooms. (See Appendix A for these minimum amounts of time.)

Reading interventions (Tiers 2 and 3) should be scheduled outside of the ELAR class. An intervention may be scheduled as a separate course (e.g., intervention and enrichment) or as a pullout. (See Appendix C for several example student schedules.) Creating a campuswide schedule for MTSS takes collaboration among all teachers and staff members, including content area teachers, MTSS interventionists, special education teachers, dyslexia teachers, elective teachers, technology teachers, and librarians.

Reading interventions can last anywhere from 20 to 60 minutes a day, depending on student need, grade level, level of intervention intensity, and personnel resources. (See Chart 5 for guidelines related to intervention timeframes.)

Chart 5. Possible Intervention Timeframes

Grade Level	Tier 2	Tier 3
6th Grade	20–30 minutes 3–5 days a week	30–45 minutes 5 days a week
7th Grade	20–30 minutes 3–5 days a week	30–45 minutes 5 days a week
8th Grade	20–30 minutes 3–5 days a week	30–45 minutes 5 days a week

Group Sizes

The following guidelines for group sizes across Tiers 2 and 3 should be followed as much as resources and personnel will allow:

- Tier 2: Five to eight students
- Tier 3: One to four students

Changes to group size affect the intensity of interventions. Shrinking group size is one way to make an intervention more intensive (e.g., move it from a Tier 2 intervention to a Tier 3 intervention); increasing group size can make an intervention less intensive (e.g., move a Tier 3 intervention to a Tier 2 intervention).

The Process

In this section, we provide the “how” of the district’s MTSS framework. These guidelines provide a general overview of the elements that must be in place to create an effective MTSS process; the specific method for implementing and monitoring this process will depend on campus personnel’s expertise and resources. Thus, some variation in these processes is expected from campus to campus.

Data Collection and Management

Every campus must establish a system for collecting and managing their screening, diagnostic, progress-monitoring, and outcome data. This system includes the following:

- Training for teachers, especially new ones, in how to administer the assessments reliably
- Training for teachers in how to enter and manage data in the data management system
- A schedule for when assessments should be completed and data should be entered into the data management system
- Training for teachers in how to examine the data in the data management system
- A method for checking the reliability of teachers’ assessment administration

Assessment training. District-level experts will train teachers in administering and using the designated assessments. Such trainings should be provided before teachers are supposed to administer the assessment.

Data management system training. Every campus should also have someone who can train teachers in how to enter and manage their screening, progress-monitoring, and outcome assessment data in the data management system. (See Appendix D for a template to create step-by-step directions for entering data into the data management system.) Teachers manage and examine screening/diagnostic, progress-monitoring, and outcome data in the data management system after each assessment administration.

Diagnostic assessment data from various measures do not have to be entered into the data management system unless the campus MTSS Problem-Solving Team decides to collect these data to analyze. Diagnostic data should be kept on file by the teacher/interventionist who administers these assessments and uses the data gathered from them to inform instruction.

Assessment scheduling. Each campus should create a master calendar with dates for when teachers should administer screening, diagnostic, progress-monitoring, and outcome assessments with their students and enter the gathered data into the data management system. The district testing calendar provides dates for screening and outcome assessments. (See Chart 6 for district data collection time points.) Each campus creates its own schedule for progress-monitoring assessments. Progress-monitoring assessments should be administered to any student who does not meet grade-level expectations on the screening assessment at beginning of year (BOY), middle of year (MOY), or end of year (EOY). Students should be progress monitored **at least every 2 weeks**.

Chart 6. District Testing Calendar: Screening and Outcome Assessments

Grade Level	Screening (TMSFA, Spelling Inventory, and Maze) Time Points	Outcome Measure (STAAR) Time Points
6th–8th Grades	BOY (Aug./Sept.), MOY (Jan.), EOY (May)	EOY (April/May/June)

Reliability checking. Each campus should establish a system for ensuring teachers are administering the various assessments reliably. Such reliability checking can be done through various methods, including the following:

- *Double-scoring:* While the teacher administers an assessment to a student, a designated double-scorer scores with the teacher and compares his/her score to the teacher’s score. This can be done with a subset of students (two to four students). If the double-scorer and teacher are within three points of each other, the teacher is reliable. (This is the recommended way to do reliability checking.)
- *Second scorer:* After a sample of students has been scored by a teacher, a second scorer administers the assessment again to compare this performance to the students’ initial scores. (Scores should be somewhat inflated on the second performance.)
- *Trading students:* Teachers trade students so they do not assess their own students. Each teacher chooses a random sample of students to whom another person administers the assessments.

Teachers who are found not to be reliable on the assessment should receive retraining on administering the assessment and their administration reliability should be rechecked.

Data Analysis

Data analysis is an integral part of any MTSS framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students’ needs, regroup students, and evaluate the effectiveness of their content area/intervention instruction. Administrators should examine data regularly (weekly, monthly, etc.)

to evaluate the effectiveness of content area/intervention instruction, make PD decisions, and move students from one intervention to the next based on their needs.

Specifically, the MTSS Problem-Solving Team should conduct structured data meetings with each grade level, 6–8, after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions. These structured data meetings should take place at the following time points:

- In September after the BOY assessments
- In January/February after the MOY assessments
- In May/June after the EOY assessments

At each of these time points and with each grade level, the MTSS Problem-Solving Team will conduct a **structured data meeting focused on Tier 1 instruction and another focused on Tiers 2 and 3**. (See Appendix E for a structured data meeting protocol and other forms to help with this process.)

Additionally, the MTSS Problem-Solving Team should meet at least monthly, and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level. (See the Weekly/Monthly Data Meeting Checklist in Appendix E to help with this process.) Such ongoing data analyses allow administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate, targeted PD to support teachers and students.

Decision Making

Directly tied to the data analysis process is the decision-making process. Within this process, the MTSS Problem-Solving Team will have to answer questions such as the following:

- What is working within content area instruction and what is not?
- What kind of PD should we provide to teachers to fill in the gaps we see in our data?
- How many students can we serve in Tier 2? How about in Tier 3?
- Which students should be moved to Tier 2? How about to Tier 3?
- What do we do if too many students meet our criteria for needing intervention?
- Who will provide Tier 2 to students? Who will provide Tier 3 to students?
- How much progress should a student make to be exited from Tier 2 or Tier 3?

This document provides information to guide a campus's answers to these questions, but ultimately, it is the campus's MTSS Problem-Solving Team who has to make decisions that meet their students' specific needs.

Content area instruction. Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of content area instruction. Most students (75%–80%) should reach grade-level expectations with effective Tier 1 instruction alone. If less than 75% of students are meeting expectations, teachers need support related either to instructional content (i.e., vocabulary, comprehension, writing) or instructional delivery (i.e., the features of effective instruction). Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need. (See Appendix F for observation forms related to the components of instruction and the features of effective instruction.) We cannot

depend on interventions alone to move struggling students back to grade level. Content area teachers have the power to move almost all students to grade level or above if these teachers have the right knowledge and tools.

Analyzing Tier 1 data gives the MTSS Problem-Solving Team evidence for support that teachers need in developing this knowledge and these tools. During data meeting discussions focused on Tier 1 instruction, decisions should be made about PD, instructional materials, and additional support each teacher needs to improve Tier 1 instruction. Such support includes the following:

- Training related to instructional content and/or delivery
- The teacher observed with a focus on specific instructional practices and provided feedback related to those practices
- The teacher watching a lesson demonstration provided by an instructional specialist or other teacher
- The teacher visiting another content area or intervention classroom to observe specific instructional practices

Rather than focusing just on stand-and-deliver training, campus administrators should provide coaching support to teachers. Research shows that stand-and-deliver training alone has little impact on instructional practices (Showers & Joyce, 1996). When teachers receive follow-up coaching and support, however, they are much more likely to change their instructional practices (Joyce & Showers, 1981; Showers & Joyce, 1996).

Tier movement. Decisions about which students to move into or out of Tiers 2 and 3 should take place during the structured data meetings at BOY (August/September), MOY (January), and EOY (May). Once students have begun participating in a Tier 2 or Tier 3 intervention, they need adequate time to demonstrate a response (usually defined as about 10 weeks of instruction or 40–50 sessions). At the end of this period, the MTSS Problem-Solving Team can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention. (See Appendix G for an MTSS model that shows movement among the tiers.)

As the Problem-Solving Team makes these decisions, they should think flexibly about ways to increase a student's intervention intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention (e.g., moving from providing an intervention for 30 minutes to providing it for 50 minutes)
- Increasing the number of days that a student receives an intervention (e.g., moving from 3 days a week to 5 days a week)
- Decreasing the number of students in a group (e.g., moving from six students in a group to four students in a group)
- Increasing the duration of an intervention (e.g., moving from providing an intervention for 10 weeks to providing it for 15 weeks)
- Changing the intervention program to a more intensive one

At this time, Example ISD has identified the different intervention programs for Tier 2 versus Tier 3, so intensity could be increased by doing one or more of the five bullets above. (See the Interventions Across Grade Levels chart in Appendix H, which shows the intervention programs to be used at each grade level.)

Structured Data Meeting (BOY, MOY, EOY): At each meeting, administrators and teachers will fill out an instructional improvement plan. (See Appendix E for example templates.) The team will also decide which students to move to interventions and plan these interventions (who will provide them, when they will be scheduled and for how many days, program(s) to be used, etc.) (See Appendix E for an example template to document these decisions.) These plans will be collected and kept on file (either electronically or as a hard copy) by the MTSS leader.

Intervention criteria. Determining which students will receive different types of interventions is a campus-based decision, but some guidelines for making such decisions can help campuses to be consistent in how they identify students. Charts 7 and 8 provide MTSS Problem-Solving Teams with some guidance for making both entrance decisions (Chart 7) and exit decisions (Chart 8). Other data, such as STAAR data or district benchmark assessment data, may be used to make intervention decisions, but when designing specific interventions to target students' needs, these data should be used in conjunction with the spelling inventory data, TMSFA data, maze data, and other forms of diagnostic data.

Chart 7. Reading Intervention Entrance Criteria Guidelines Using TMSFA Fluency Equated Scores

Grade	BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2*	EOY Tier 3*
6th	89–113	≤ 88	98–121	≤ 97	101–130	≤ 100
7th	90–118	≤ 89	107–129	≤ 106	111–140	≤ 110
8th	102–124	≤ 101	121–143	≤ 120	131–155	≤ 130

*EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

Chart 8. Reading Intervention Exit Criteria Guidelines Using TMSFA Fluency Equated Scores

Grade	MOY Tier 2	MOY Tier 3	EOY Tier 2	EOY Tier 3
6th	≥ 122	≥ 98	≥ 131	≥ 101
7th	≥ 130	≥ 107	≥ 141	≥ 111
8th	≥ 144	≥ 121	≥ 156	≥ 131

In addition to the criteria provided in Charts 7 and 8, teachers may use students' spelling inventory data and/or maze data to make intervention decisions. For example, if a student scores above the fluency cutoff for Tier 2 but also demonstrates extreme difficulty with spelling basic orthographic patterns (e.g., short vowels or other vowel patterns), the teacher may decide that the student needs to be moved into an intervention.

Additionally, the criteria provided in Charts 7 and 8 are guidelines, not hard-and-fast rules. Specific students' needs and a campus's resources, including personnel, must be taken into account when setting criteria for moving students into and out of interventions. **Please also remember that if large numbers of students are identified for Tier 2 and/or Tier 3 (i.e., more than 25%), TIER 1 MUST BE IMPROVED.**

Intervention implementation. Any teacher who is providing a Tier 2 or Tier 3 intervention to students using one of the approved programs (see Chart 1) must have training in that program, and the program must be implemented with fidelity. The approved programs for Tiers 2 and 3 have been researched and designed to support reading improvement for most struggling readers. If they are not followed as designed, it is impossible to judge student growth in relation to the delivery of instruction.

Evaluating student progress. As discussed in the Assessment Scheduling section, teachers should collect progress-monitoring data, using the TMSFA to do fluency checks and maze measures, at least every 2 weeks. These data should be used to target specific students' needs and help teachers and administrators evaluate the effectiveness of the interventions. The MTSS Problem-Solving Team should meet monthly (at least) to assess student progress and help interventionists make adjustments in the delivery of interventions. Along with students' scores on these assessments (e.g., words correct per minute, accuracy percentages), teachers and administrators should examine two other pieces of data:

- *Student progress across time:* Examining student progress across time includes analyses such as calculating the change in student scores from one time point to another (e.g., BOY to a progress-monitoring data point), calculating a student's average word per minute per week increase, and graphing student progress to examine a student's slope (rate of change). Each of these calculations and graphs can then be compared to average or grade-level growth to see whether the student is on target to meet grade-level expectations or goals that have been set for him/her. Chart 9 provides the average word per minute per week growth for grades 6–8 based on a national sample of students.

Chart 9. Average Word Increase Per Minute Per Week.

Grade Level	Average Goal
6	0.8
7	0.7
8	0.6

Hasbrouck & Tindal, 2006.

Appendix I provides an example line graph that can be used for assessing a student's slope compared to the benchmarks and to an aim line that shows the student's slope needed to reach grade level by the end of the year.

- *Error analysis with student protocol:* Examining the errors that a student makes as he or she is reading and spelling provides the teacher with diagnostic information, which can then be used to tailor instruction. Teachers should look at errors made by individual students, but they should also examine the errors that are common across groups of students. Such analyses help teachers to target instruction at both the individual level and the group level.

Professional Development

Data meetings. Rather than viewing data meetings as something separate from PD, such meetings should be viewed as part of the PD that teachers receive. Any effective meeting or training should start with data analysis. Teachers and administrators should conduct their own data analysis daily, weekly, monthly, etc. Formal MTSS Problem-Solving Team data meetings should occur after each round of BOY, MOY, and EOY assessment and each month (at a minimum) to evaluate student progress within interventions. Such monthly meetings allow

administrators to help teachers evaluate their instruction and make adjustments. At these meetings, teachers can ask questions and ask for support in certain areas or with specific types of students if they feel they need more instructional knowledge or strategies. These meetings can then lead to the following PD activities.

Stand-and-deliver training. To provide teachers with general knowledge in effective instructional strategies, management techniques, or other types of information, traditional stand-and-deliver training can be provided. This training might be led by a campus administrator, teacher, interventionist, consultant, or district-level administrator. Such training provides teachers with helpful information, but to affect instructional practice and get teachers to improve their instruction, these general PD opportunities must be followed by instructional coaching.

Instructional coaching. Instructional coaching consists of data meetings, in-class observations with immediate feedback, co-teaching, and instructional modeling (See Appendix J for our instructional coaching model.) District administrators, campus administrators, other teachers, interventionists, or consultants can provide such coaching. The MTSS Problem-Solving Team should work with teachers at each grade level to derive a PD plan for the year that includes data analysis meetings, stand-and-deliver trainings, and instructional coaching opportunities. These plans can be adjusted as data are examined and areas of concern are identified. (See Appendix J for an example instructional coaching plan that can help with making these plans.)

Program Monitoring

Content area instruction observations. Content area instruction across grades 6–8 should be observed on a regular basis (at least monthly; at least weekly for teachers with less effective instruction). Campus administrators, lead teachers, interventionists, and district administrators can conduct these observations. Observations forms, such as those provided in Appendix F, can be used to document observations and to provide immediate feedback to teachers.

Intervention observations. Intervention instruction must be observed regularly (e.g., monthly) to evaluate program implementation. Observers should look for the features of effective instruction (as described in Chart 2) and the use of specific instructional methods, strategies, and materials provided in the specific intervention program. Such observations can be conducted by district administrators, campus administrators, ISs, or other lead teachers. (See Appendix F for an example intervention observation tool that may be used for these purposes.)

MTSS's Relationship With Other Programs

MTSS and Tutoring

An MTSS framework differs from tutoring in some significant ways. Here are just a few of those differences:

- MTSS is a well-defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- MTSS requires the use of research-based interventions. Tutoring does not.
- MTSS requires the use of reliable, valid measures of reading. Tutoring does not.
- MTSS targets specific student needs based on learning gaps and may require instruction that focuses on below-grade-level knowledge and skills to fill these gaps. Tutoring usually focuses on grade-level student expectations within the Texas Essential Knowledge and Skills (TEKS).
- Within an MTSS framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amounts of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice within MTSS.

In other words, MTSS is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students within those interventions.

A student may participate in either MTSS interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (content area) instruction.

MTSS and Special Education

One purpose for implementing an MTSS framework is to help identify more reliably students who have a learning disability. Student response to research-based instruction across time as measured by using reliable, valid measures provides much more accurate data for identifying students in need of more “specialized” instruction than data collected from one-shot testing, which, in the past, has been the method for special education identification. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students from needing specialized services.

However, some students’ lack of response to these research-based interventions will provide administrators and teachers with data that indicate the student may have a learning disability and need for special education services. In these cases, the MTSS Problem-Solving Team should communicate their concern to the Special Education Department and provide that department with the following data for the student:

- All screening, diagnostic, and progress-monitoring data (including a line graph with the student’s progress-monitoring data)
- Information about the content area instruction, Tier 2 interventions, and/or Tier 3 interventions that have been provided to the student
- Proof that these various levels of instruction have been appropriately monitored
- Any notes about specific goals set for the student and instructional strategies tried to accelerate the student’s response to instruction (See Appendix K: Collaborative Instructional Log for Reading, which can be used to document specific instructional strategies, progress-monitoring goals, etc. for each student.)
- Other information and documentation required by the Special Education Department

Special education is one component of an MTSS framework. MTSS is not a prereferral process for special education. It also cannot be used as an excuse for delaying or denying a student’s evaluation for special education. No matter where a student is in the MTSS process, if a student is suspected of having a learning disability and need for special education, campus administration should move immediately to have the student referred for an evaluation.

MTSS and Parent/Caregiver Communication

Each campus should have a method for communicating to caregivers in general about the campus’s MTSS framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the MTSS framework can be communicated through parent/caregiver meetings, campus newsletters, or other forms of outreach to caregivers. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the intervention will affect student success should be sent home. (See Appendix L for an example letter that could be used for this purpose.)

References

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Appendices for Grades 6 Through 8

Appendix A: Middle School ELAR Timeframe

Appendix B: Approved Supplementary Literacy Resources

Appendix C: Example Student Schedules

Appendix D: Entering Screening Data

Appendix E: Structured Data Meeting Checklists and Planning Documents

Appendix F: Observation Tools for Content Area and Intervention Instruction

Appendix G: MTSS Model for Example ISD

Appendix H: Interventions Across Grade Levels

Appendix I: Example Line Graph for Judging Student Progress

Appendix J: Instructional Coaching Model and Example Plan

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Appendix L: Parent Letter

Appendix A: Middle School ELAR Timeframe

Based on 100-Minute ELAR Class

Approx. Time	General Description	Specific Activities
15–20 minutes	Advanced word study and vocabulary instruction/practice	Teaching strategies for sounding out and reading multisyllabic words Games with word-building cards Word sorts related to etymology and/or morphology Multisyllabic word reading and vocabulary activities from the Texas Adolescent Literacy Academies (TALA)
5–10 minutes	Fluency	Using partner reading with texts at students' instructional or independent levels Providing instruction related to correct phrasing or chunking of sentences, using punctuation, and self-correcting
20–30 minutes	Small-group instruction and workstations	Working with struggling readers on specific needs such as multisyllabic word reading, morphology, fluency, etc. Working with higher-level students on in-depth text analysis and building a deeper understanding of the writer's craft Using workstations that cut across components (advanced word study, vocabulary, fluency, comprehension, writing) Providing extended independent reading or writing time (e.g., choice reading or journaling)
20–35 minutes	Reading comprehension, language, and genre instruction, and collaborative reading	Providing specific lessons related to comprehension strategies, text analysis, writer's craft, etc. Allowing students to practice these skills with text in collaborative groups, partners, or independently Making explicit connections between text structures in students' reading and writing Using the TALA reading strategies
20–35 minutes	Writing lessons and workshop time, conventions of language, and revising and editing	Providing specific lessons related to the writing process Allowing students to practice these skills with text in collaborative groups, partners, or independently Using the TALA writing strategies Teaching lessons taken from Write for Texas materials

Appendix B: Approved Supplementary Literacy Resources

Core Instruction

Resource	Publisher	Information
Previously adopted core reading program	Many publishers	This was our core reading program before we adopted all of the new programs we've put in place. The materials from this program can be used to provide whole-group or small-group instruction or for students to practice building specific skills and knowledge.
Write for Texas TALA	UT System and TEA	Some middle school teachers have attended these academies, which provide many research-based strategies to use in their reading and writing classes. Texas Gateway provides training in using these materials for teachers who need it. Here's the website: www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
Texas Gateway	TEA	This website provides many reading and writing OnTRACK lessons directly tied to specific grade-level expectations. Here's the website: www.texasgateway.org/resource-index
Middle School Matters Institute	The Meadows Center for Preventing Educational Risk (MCPER)	This website provides several reading and writing lessons that can be used with an entire class or small groups. Here's the website: https://greatmiddleschools.org
Word Generation	Strategic Education Research Partnership (SERP)	This website provides free interdisciplinary units for grades 6–8 to enhance students' vocabulary development. Lessons can be downloaded for free at: https://wordgen.serpmedia.org/teacher.html
<i>Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook</i>	MCPER	This booklet provides lessons and strategies for teaching students struggling in reading. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-instruction-for-middle-school-students-reading-difficulties-reading-teacher%E2%80%99s
<i>Establishing an Intensive Reading and Writing Program for Secondary Students</i>	MCPER	This guide provides specific strategies for teaching word study, fluency, vocabulary, comprehension, and writing. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/establishing-intensive-reading-and-writing-program-for-secondary-students-revised
<i>Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers</i>	MCPER	This booklet provides lessons and strategies for teaching comprehension and vocabulary to secondary students. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/meeting-needs-of-struggling-readers-resource-for-secondary-english-language-arts-teachers

Resource	Publisher	Information
<i>Reading Instruction for Middle School Students: Developing Lessons for Improving Comprehension</i>	MCPER	This booklet provides lesson ideas for teaching vocabulary and comprehension, including before-, during-, and after-reading strategies. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/links-websites/reading-instruction-for-middle-school-students-developing-lessons-for-improving
Self-Regulated Strategy Development (SRSD) materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: www.thinksrsd.com/free-resources-to-share
Real Spellers website	Real Spellers	This website provides lesson plans and strategies for effectively teaching spelling, word study, and vocabulary. Instructional strategies provided on the website include word sums and word matrices, including a tool for making your own word matrices. Here's the website: www.realspellers.org/resources
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: https://buildingrti.utexas.org
Florida Center for Reading Research (FCRR) materials	FCRR	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. https://fcrr.org/student-center-activities
ReadWorks website	ReadWorks	This website provides free texts and lesson materials. Here's the website: www.readworks.org

Intervention Instruction

Resource	Publisher	Information
Write for Texas TALA	UT System and TEA	In addition to research-based strategies that can be used in core instruction, these materials provide strategies for working with students in Tier 2 and Tier 3 interventions. The Texas Gateway provides training in using these materials for teachers who need it. Here's the website: www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
Middle School Matters Institute	MCPER	This website provides several reading and writing lessons that can be used with an entire class or small groups. Here's the website: https://greatmiddleschools.org
Strategic Adolescent Reading Intervention (STARI)	SERP	These free materials provide research-based reading intervention materials for teachers of struggling adolescent readers. Teachers can register for free to gain access to these materials at this website: https://stari.serpmedia.org
<i>Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook</i>	MCPER	This booklet provides lessons and strategies for teaching students struggling in reading. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-instruction-for-middle-school-students-reading-difficulties-reading-teacher%E2%80%99s
<i>Establishing an Intensive Reading and Writing Program for Secondary Students</i>	MCPER	This guide provides specific strategies for teaching word study, fluency, vocabulary, comprehension, and writing. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/establishing-intensive-reading-and-writing-program-for-secondary-students-revised
<i>Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers</i>	MCPER	This booklet provides lessons and strategies for teaching comprehension and vocabulary to secondary students. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/meeting-needs-of-struggling-readers-resource-for-secondary-english-language-arts-teachers
Real Spellers website	Real Spellers	This website provides lesson plans and strategies for effectively teaching spelling, word study, and vocabulary. Instructional strategies provided on the website include word sums and word matrices, including a tool for making your own word matrices. Here's the website: www.realspellers.org/resources
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: https://buildingrti.utexas.org

Resource	Publisher	Information
SRSD materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: www.thinksrsd.com/free-resources-to-share
FCRR materials	FCRR	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. Here's the website: https://fcrr.org/resource-database

Appendix C: Example Student Schedules

General Student Schedule

Period	Course	Explanation
Periods 1 and 2	ELAR	ELAR is double-blocked.
Period 3	Intervention OR Elective/ Intervention	See below
Period 4	Science	
LUNCH		
Period 5	P.E./Athletics	
Period 6	Math	
Period 7	Elective	
Period 8	History	

Approaches to Intervention (Period 3)

Intervention as a Course

Period 3 is intervention only. The student's data indicated a need for intensive intervention, so the student will receive instruction using the Tier 3 program 5 days a week for 50 minutes (total time = 250 minutes per week).

Intervention as a Pullout (Less Intensive)

Period 3 is elective/intervention. The student's data indicated a need for reading intervention related to word reading, fluency, and comprehension, so the student will receive instruction using the Tier 3 program 5 days a week for 30 minutes (total time = 150 minutes per week).

Intervention as a Pullout (Least Intensive)

Period 3 is elective/intervention. The student's data indicated a need for reading intervention related to fluency and comprehension, so student will receive instruction using the Tier 2 program 3 days a week for 30 minutes (total time = 90 minutes per week).

Appendix D: Entering Screening Data

1. Go to data management website: <https://xxxx.com>
2. Enter your username and password.
3. *Include detailed steps here based on chosen data management system.*

Appendix E: Structured Data Meeting Checklists and Planning Documents

To facilitate data-based decision making, Example ISD will implement ongoing, structured data meetings throughout the school year (BOY, MOY, EOY).

Goals

- Establish achievement status and/or progress for each student against established benchmark goals from the TMSFA, maze, and spelling inventory.
- Identify students at risk for future or ongoing reading difficulties.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) reading interventions.
- Organize intervention groups by reading level or instructional need.
- Identify pockets of outstanding student progress (and subpar progress) among ELAR classes, speculate on the causes of the better-than-average outcomes, and plan for other grade-level teachers' adoption of the identified practices.

Preparation

Campus Principal

- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as the assistant principal completes the data reports.
- Make sure the structured data meetings goals, preparation, and protocol sheets are made available electronically to all members of the team who will attend the meeting.

Assistant Principal

- Oversee the creation of district-, school-, and teacher-level data sets (including TMSFA, maze, and spelling inventory data).
- Ensure class (Tier 1) data spreadsheets (generated from data management system) are printed.
- Support principal in data management, organization, and analysis.

District Curriculum and Instruction Department Support

- Review district- and school-level data sets and meeting checklists (Tier 1 and Tiers 2–3).
- Bring notes on observations (of both Tier 1 and Tiers 2–3).
- Bring instructional support information, such as specific instructional strategies, materials to use, etc.

Teachers

- Print and review district-, school-, and class-level data sets and meeting checklists (Tier 1 and Tiers 2–3).
- Bring any other data to help in analyzing student progress and decision making.
- Bring notes on instructional strategies used in Tiers 1, 2, and/or 3.

Tier 1 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students at grade and teacher levels (Tier 1).
 - Refer to class data spreadsheets (from data management system) to identify current performance of grade level.
 - Review any other data that the team feels are pertinent to analyzing Tier 1.
- ☐ STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students progressing toward the identified benchmark (e.g., “We will go from 50% at risk at BOY to 25% at risk at MOY.”).
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Review previous Tier 1 instructional plan (if available) and build on action steps.
 - Complete item analysis to identify skills that large numbers of students missed; select instructional practices to implement.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during next benchmark period (e.g., next semester).
 - IF AT BOY OR MOY: Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
 - IF AT EOY: Identify program challenges and areas of needed improvement in Tier 1 and record a plan for making these improvements in the coming year on **Instructional Improvement Plan (EOY), Part B**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - IF AT BOY OR MOY: Recording decisions on the **Tier 1 Instructional Plan, Part B**.

Tier 1 Instructional Plan (BOY and MOY)

Date: _____ Grade: _____

PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Literacy Skills	Supporting Instructional Practices	Notes

PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

Instructional Improvement Plan (EOY)

Date: _____ Grade: _____

Part A: Tier 1 Goals

Use Tier 1 Checklist Step 2 and Tiers 2 and 3 Checklist Step 3 to set Tiers 1, 2, and 3 goals for next year. Record goals below.

Part B: Tier 1 Plan for Improvement

Use Tier 1 Checklist Steps 3 and 4 to identify program challenges and areas of needed improvement in Tier 1. Record a plan to improve Tier 1 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (follow-up)

Part C: Tiers 2 and 3 Plan for Improvement

Use Tiers 2 and 3 Checklist Steps 1–4 to identify program challenges and areas of needed improvement in Tiers 2 and 3. Record a plan to improve Tiers 2 and 3 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (Follow up)

Tiers 2 and 3 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students.
 - Refer to class data spreadsheets (from data management system) to identify current performance of specific students.
 - Review any other data that the team feels are pertinent to analyzing Tiers 2 and 3.
- ☐ STEP 2: Team determines student intervention needs and creates intervention groups.
 - Review designated sources of evidence to identify students who need targeted intervention.
 - Analyze performance on each measure to identify students' instructional needs.
 - Assess campus resources and create data-informed intervention groups.
 - Record intervention decisions and groupings on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 3: Team reviews goals set at previous structured data meeting and sets measurable goals for each Tiers 2 and 3 group to achieve by the next screening assessment.
 - Refer to previous **Tier 1 Instructional Plan, Part A** when setting goals.
 - State goals in terms of desired score by next screening assessment (e.g., "Jackson will go from 90 words correct per minute at BOY to 110 words correct per minute by MOY").
 - Record goals on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 4: Team determines criteria for monitoring students' progress.
 - Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers 2 and 3 (e.g., screening, progress-monitoring data).
 - Consider instructional changes (e.g., pacing, reinforcement of skills, Tier 1 instruction) if students or groups make insufficient progress toward goals.
 - Plan data review points to evaluate progress toward target skill level.
- ☐ STEP 5: Team plans communication with parents.
 - Agree on plan for sending letters home to parents.

This process was adapted from:

Pennsylvania Training and Technical Assistance Network. (2008). *Data analysis team script*. Harrisburg, PA: Pennsylvania Department of Education.

The Meadows Center for Preventing Educational Risk. (2013). *Structured data meetings*. Austin, TX: Author.

Create intervention groups based on students' intervention needs (Step 2). Set measurable goals for each group (Step 3). Review goals throughout the intervention period. Review data regularly to ensure that each student achieves at least the minimum rate of progress.

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Goals				
Content Area Teacher				
Students				
Intervention Program				
Teacher and Meeting Time				

Weekly/Monthly Data Meeting Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews previous goals and compares to current performance.
 - Refer to class data spreadsheets to identify current performance of grade level.
- ☐ STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students making progress toward recommended benchmark goals. Teams may generate goals in more than one area.
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Complete item analysis to identify specific skills that large numbers of students missed.
 - Select instructional practices and strategies that directly address the specific knowledge and skills needed to meet goals.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during the next benchmark period.
 - Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - Recording decisions on the **Tier 1 Instructional Plan, Part B**.

Appendix F: Observation Tools for Content Area and Intervention Instruction

Content Area Instruction: ELAR Instructional Components to Observe

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
Advanced word study (e.g., multisyllabic word reading and morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need help in fluency practice building fluency or receive instruction in fluency every day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners (i.e., in guided practice) before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (post them on walls, publish them in school papers or other publications, etc.).			
Teacher uses model texts for teaching grammar and other writing skills/strategies and posts these model texts in their classrooms for students to access.			
Teacher-led small-group instruction is provided every day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are up where students can see them easily.			
Word walls are used regularly by teachers and students during reading and writing instruction/practice.			

Observing: Features of Effective Instruction

Teacher: _____ Observer: _____ Date: _____

Core or Intervention (circle one)	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The teacher...				
Introduces concepts and skills by stating what lesson's purpose and how it will be accomplished				
Explains concepts and skills in clear and direct language				
Models and demonstrates with the use of examples				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during lesson and activities to gauge understanding and address specific student needs				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Uses grouping formats beyond whole group and independent work to ensure student mastery of skills/concepts (circle all that are observed): Teacher-led small groups Partners Mixed-ability small groups				
Differentiates within and across grouping formats to meet students' specific needs (circle needs that teacher addresses): Students struggling with skill/concept Students needing extensions				
Is the lesson carefully and purposefully designed ?	YES		NO	

Intervention Observation Tool

Grade: _____ Homeroom Teacher: _____ Interventionist: _____

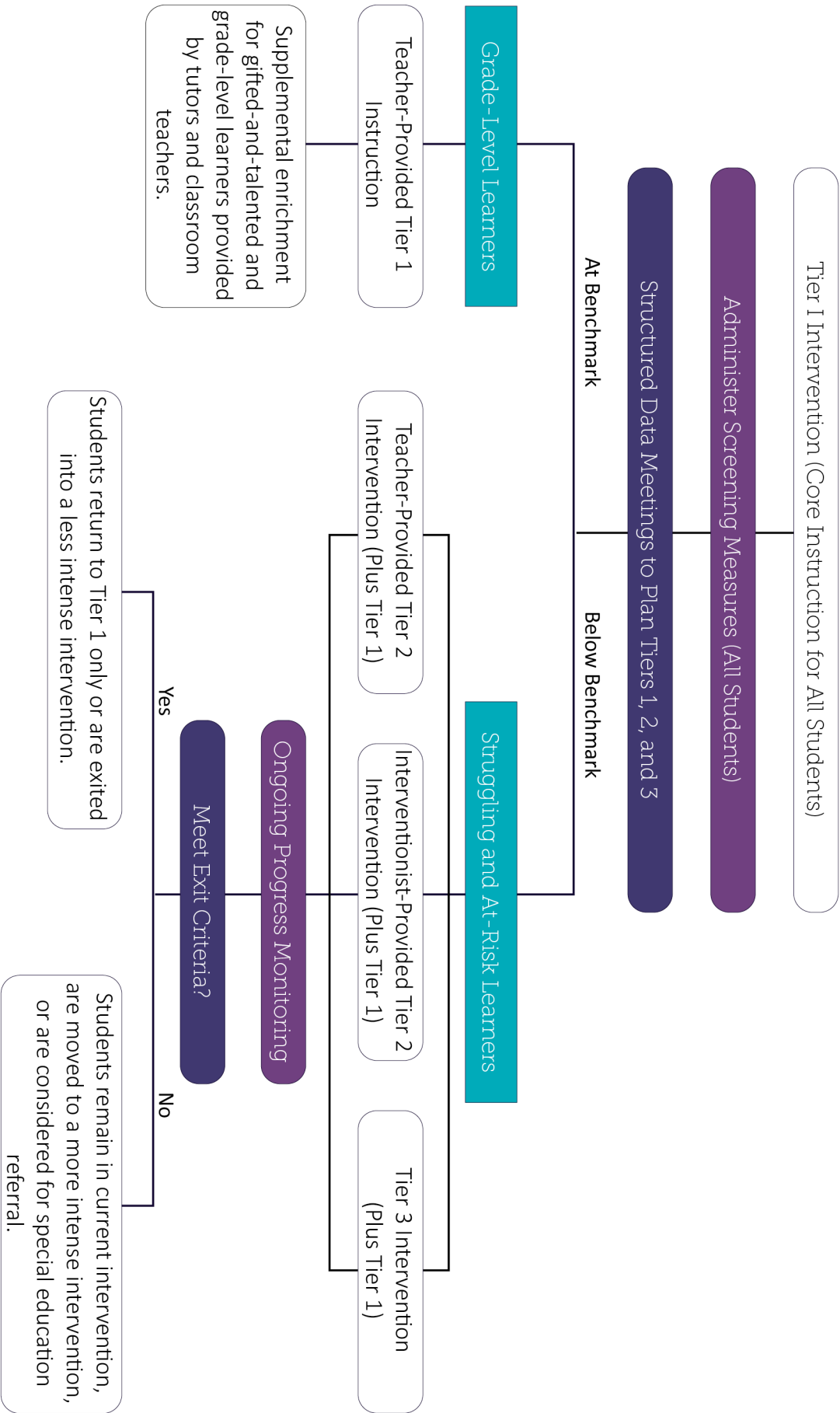
of Students: _____ Type of Intervention: Tier 2 / Tier 3 Date: _____

Reading Component	Time			Activity/Objective	Instruction/Management		
	Start time	End time	Total mins.		Mostly instructing	Often managing	Mostly managing
PA and phonics							
Word study							
Fluency							
Vocabulary							
Comprehension							

NOTE: The components should reflect students' needs; PA = phonemic awareness; PA and phonics are only for students who need it.

Intervention Instruction	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The interventionist...				
Introduces the concepts and skills in small steps				
Explains concepts and skills in clear and direct language				
Models and demonstrates procedures through a lot of examples				
Checks initial practice items for correctness and provides immediate feedback				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during an activity to be sure that they are performing correctly				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Redirects off-task behavior when it occurs				
Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

Appendix G: MTSS Model for Example ISD

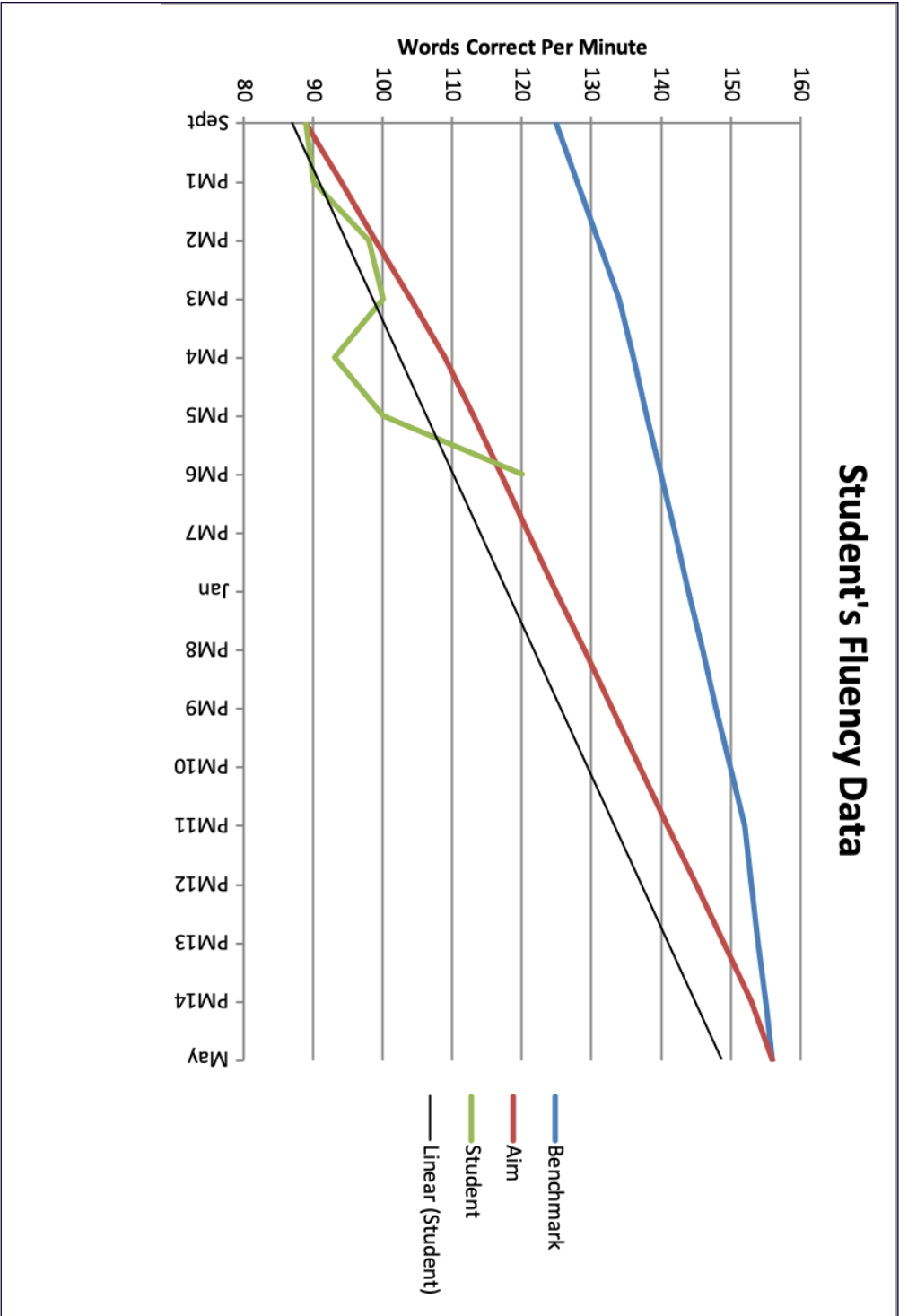


Appendix H: Interventions Across Grade Levels

Grade	Tier 1	Tier 2	Tier 3
6th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
7th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
8th Grade	Wonderful Word Study Program Fabulous Fluency Amazing Vocabulary Instruction Explicit Comprehension Instruction Super-Great Writing Lessons	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program

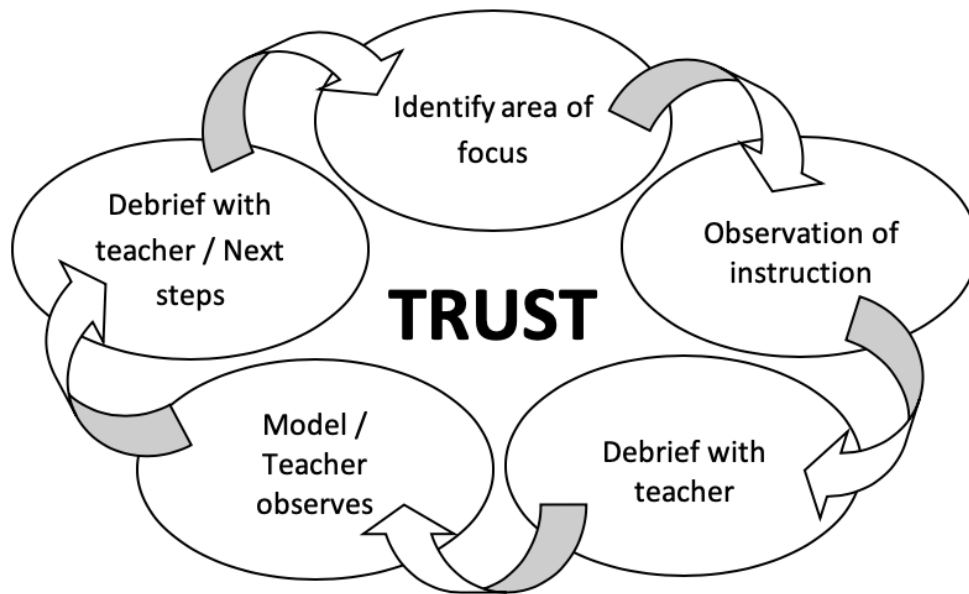
Appendix I: Example Line Graph for Judging Student Progress

	Sept.	PM1	PM2	PM3	PM4	PM5	PM6	PM7	Jan.	PM8	PM9	PM10	PM11	PM12	PM13	PM14	May
Benchmark	125	128	131	134	136	138	140	142	144	146	148	150	152	153	154	155	156
Aim	89	94	99	104	109	113	117	121	125	129	133	137	141	145	149	153	156
Student	89	90	98	100	93	100	120										



Appendix J: Instructional Coaching Model and Example Plan

Instructional Coaching Model



Identify Area of Focus

- Coach, administrators, and teachers analyze data for student strengths and areas of need.
- Analyze data at district, campus, teacher, and student levels.
- Focus on core instruction first: Identify whole-group student needs and small-group student needs; create mixed-ability groups for center and/or partner work.
- Discuss specific instructional decisions and planning that need to occur based on student data (could be different from class to class).
- Identify students in need of Tier 2 and Tier 3 interventions.

Observe Instruction

- Visit classrooms, looking for specific instructional strategies discussed during data analysis meetings and preobservation meetings.
- Also look for different grouping formats: How are students grouped? What are students doing in groups? What is the teacher doing in the whole group versus small groups?
- Note specific teacher strengths and areas of need.
- Pay attention to the features of effective instruction (explicit instruction, modeling, scaffolding, immediate feedback, differentiated instruction, pacing, etc.).
- Examine observation data for research-based practices: Does the teacher use effective techniques that will address student needs in the data? For example, if students show a weakness in fluency, does the teacher use partner reading, teach multisyllabic word reading, etc.? If students show a weakness in accuracy, does the teacher teach word study explicitly, systematically, effectively, and consistently (every day)?

Debrief With teacher

- After observations, meet with each teacher to go over observation data, connect it to student data, and discuss strengths and areas of need.
- Choose an area that you and the teacher decide would be most beneficial for the teacher to work on based on the student data and your observation data.
- Plan a time to model a lesson or strategy related to this area for the teacher to observe.
- If appropriate, create an observational tool that will help the teacher focus on specific aspects of the lesson/strategy. For example, if a teacher wants support with explicitly teaching fluency with partner reading, have the teacher look for instructional elements such as explicitly stating the objective, defining “fluency” for students, modeling fluent and dysfluent reading, etc.

Model While Teacher Observes

Plan and model a lesson for the teacher to observe. If you have created an observational tool for the teacher, the teacher should use it.

Debrief With Teacher and Next Steps

- As soon as possible after the model lesson, meet with the teacher to debrief and go over any notes the teacher took during her observation.
- Bring your lesson plan, the materials you used during the lesson, and any other materials that will help the teacher in planning and implementing a similar lesson.
- Plan and schedule a time for you to observe the teacher implementing a similar lesson. If possible, offer to help the teacher in the planning process if the teacher feels help is needed.
- Continue to examine student data as the teacher implements these new lessons and strategies.

Example Instructional Coaching Plan

Background Information

Seventh-Grade BOY Data (Five Teachers)

- Students are struggling on TMSFA fluency (about 25% read less than 100 words correctly per minute).
- A group of students is also struggling reading words on the TMSFA Word List (about 10% read less than 60 words correctly on the medium-level list).

Structured Data Meeting

- Teachers discussed the need for partner reading. Several teachers talked about needing to see this modeled in their classrooms.
- In a discussion of different kinds of texts, teachers did not know when to use leveled texts versus authentic texts (versus decodable texts for students needing intensive support).
- Two new teachers also discussed not knowing how to teach fluency effectively. They feel like they need to see in action what the literature program says to do.

Classroom Observations

- One teacher is using partner reading with leveled texts effectively within her fluency instruction.
- Four teachers do not have any word walls up in their classrooms.
- When you observe word study and fluency instruction using your checklist, you notice that two teachers spend 5 minutes on these elements and that the other three teachers spend anywhere from 15 to 20 minutes on these elements daily.
- No one is modeling how to chunk and blend multisyllabic words. They all have students read words just as whole words.
- Two teachers have started doing small-group rotations. (It is now 3 weeks into the school year.) The other three teachers have the time designated in their schedules, but they are not using small groups.

Instructional Coaching Plan

Training/Meetings

- Based on identified general needs, you set up an after-school training (1½ hours) on advanced word study and fluency instruction. Within this session, you train teachers on the following:
 - Posting and using word walls
 - Incorporating multisyllabic word reading using the words from texts teachers are using
 - Using partner reading with leveled texts (You will have the one teacher model how she uses this technique in her classroom.)
- You plan a series of professional learning community sessions on small-group instruction. At these meetings, you will review student data, discuss the importance of using small groups to differentiate, and provide specific strategy ideas to use during small-group lessons.

Modeling of Instructional Techniques

- Each teacher will observe the teacher who is using partner reading with leveled texts.
- You plan to model multisyllabic word reading for each of the teachers. (You also have them videotape these lessons, so you can use them at a future professional learning community meeting.)

Follow-Up Observations

- You visit classrooms after your training, looking specifically for word walls and teachers using these word walls.
- After you model multisyllabic word reading, you schedule visits with teachers to observe them using this technique.
- After teachers observe the one teacher modeling partner reading with leveled texts, you help the other teachers create these materials and then plan observations to watch them using this technique.

Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston, MA: Sopris West.

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Student:

Baseline/Current Reading Assessment

Instrument:

Date:

Phonemic Awareness: PH

Phonics/Word Study: FL

Fluency: VO

Vocabulary: CO

Comprehension:

Grade:

Annual Reading Goals

Intervention Exit Criteria:

Homeroom Teacher:

Comprehensive Reading Instruction

Program:

Teacher:

Amount of Time:

Time of Day:

Daily OR Other:

Intervention Summary

Differentiated Instruction:

Intervention Teacher:

Group:

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>_____</div> <div>(dates)</div> <div>_____</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA</div> <div>CO</div> <div>FL</div> <div>PH</div> <div>VO</div>				<div>(score/benchmark/status)</div> <div>PA</div> <div>/</div> <div>/</div> <div>PH</div> <div>/</div> <div>/</div> <div>FL</div> <div>/</div> <div>/</div> <div>CO</div> <div>/</div> <div>/</div> <div>VO</div> <div>/</div> <div>/</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>_____</div> <div>(dates)</div> <div>_____</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA</div> <div>CO</div> <div>FL</div> <div>PH</div> <div>VO</div>				<div>(score/benchmark/status)</div> <div>PA</div> <div>/</div> <div>/</div> <div>PH</div> <div>/</div> <div>/</div> <div>FL</div> <div>/</div> <div>/</div> <div>CO</div> <div>/</div> <div>/</div> <div>VO</div> <div>/</div> <div>/</div>

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA CO PH</div> <div>VO FL</div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA CO PH</div> <div>VO FL</div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA CO PH</div> <div>VO FL</div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>

Additional Notes

Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Additional Notes			
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Appendix L: Parent Letter

Notice of Interventions

Date: _____

Dear _____:

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year:

_____.

Based on your child's needs, she or he will receive additional support in _____ through the multi-tiered system of supports (MTSS) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child: _____. The duration of the interventions will be _____. You will receive an Intervention Progress Report along with your child's report card at the end of the 9-week grading period.

If you need more specific information, please contact me at _____. If you have questions regarding the MTSS program, please contact _____ at _____.

Sincerely,

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For students who have difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on MTSS. The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to

evaluate the student. However, if the student is absent from school during the evaluation period for 3 or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for 3 or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of 3 or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: _____

Phone Number: _____

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: _____

Phone Number: _____

Additional Information

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process: <https://fw.esc18.net>
- Partners Resource Network: <https://prntexas.org>
- Special Education Information Center: www.spedtex.org

Multi-Tiered System of Supports: High School Reading, Grade 9

T·I·E·R

Multi-Tiered System of Supports: High School Reading, Grade 9

Purpose

Example Independent School District (ISD) uses a multi-tiered system of supports (MTSS) framework in reading to prevent reading difficulties, provide early reading interventions, and help to identify students with possible learning disabilities. The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective reading instruction across content area classrooms and reading interventions, we can substantially reduce the number of students with reading difficulties and disabilities. Our high school campus is charged with establishing and implementing an MTSS framework that follows the program and process guidelines outlined herein.

The Program

In this section, we provide the “what” and “who” of the district’s MTSS framework. It includes what will be used to teach students, what will be looked for within effective instruction, what will be used to assess students’ reading, who will participate in implementing the campus’s MTSS framework, and what guidelines should be followed when scheduling MTSS content area instruction and interventions.

Curricula

Our curricula across content area classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in advanced word study and vocabulary, fluency, comprehension, and writing. (See Appendix A for suggested timeframes for teaching these reading components.) Several research-based reading curricula have been identified for use across Tiers 1, 2, and 3. Each of these curricula provides teachers with a scope and sequence, lessons, instructional materials, assessments, and other resources that should be used with fidelity. (See Chart 1 for a list of the approved programs for Tiers 1, 2, and 3.)

Chart 1. Approved Programs for Tiers 1, 2, and 3 for Ninth Grade

Tier 1	Tier 2	Tier 3
Wonderful Word Study Program	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
Fabulous Fluency		
Amazing Vocabulary Instruction		
Explicit Comprehension Instruction		
Super-Great Writing Lessons		

Reading Supplemental Materials: Content Area Instruction

In addition to the programs listed in Chart 1, teachers are allowed to pull from research-based sources. Resources that have been provided to teachers to supplement their core instruction include the following:

- Previously adopted core literature/writing program:
Every campus has these materials to use within their core reading instruction.
- Write for Texas:
These materials provide instruction related to different writing genres, the writing process, syntax, and grammar. They can be used in whole-group lessons or small-group instruction.
- Texas Adolescent Literacy Academies (TALA):
These materials provide research-based lessons and strategies for teaching multisyllabic word reading, fluency, vocabulary, and comprehension. They can be used in whole-group or small-group instruction.
- Texas Gateway OnTRACK lessons:
All teachers and administrators have access to the free instructional materials provided at **www.texasgateway.org**

(For a complete list of approved supplemental materials, see Appendix B.)

Teachers may also pull authentic texts from the library, their own personal libraries, newspapers, magazines, etc. to supplement the texts provided in these other resources. Any other materials that teachers would like to use for Tier 1 reading instruction or interventions need to be approved by the Curriculum and Instruction Department. If they are approved, they will be added to the Approved Supplementary Literacy Resources list.

Reading Supplemental Materials: Intervention

In grade 9, teachers will use #1 Tier 2 Reading Program and #1 Tier 3 Reading Program to provide interventions. Some resources that have been provided to teachers to supplement their intervention instruction include materials from the Write for Texas, TALA, Texas Gateway, and Building RTI Capacity websites. (For a complete list of approved supplemental intervention materials, see Appendix B.)

Instructional Delivery

Within their core instruction and interventions, teachers are expected to incorporate the features of effective instruction. These features include the following:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Appropriate pacing
- Use of multiple grouping formats
- Differentiated instruction

The purpose of these features is to provide instruction that meets the needs of all students in every classroom and intervention. (See Chart 2 for an explanation of and an example illustrating each feature.)

Chart 2. The Features of Effective Instruction.

Explanation	Nonexample	Example
Explicit instruction with modeling		
Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how they might go about doing it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines “main idea” for students. She then describes a process for figuring out a text’s main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text.
Systematic instruction with scaffolding		
Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can’t read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can’t read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., “The <i>m</i> at the end of this syllable makes it closed, so the <i>a</i> says its short sound, /a/.”). The teacher “swoops” under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables to read the whole word.
Multiple opportunities to practice and respond		
Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student reading a text aloud into “whisper phone.” She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her.
Immediate and corrective feedback		
Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (six-word) spelling assessment, in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles.

Explanation	Nonexample	Example
Appropriate pacing		
Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a “vocabulary” lesson, the teacher gives students 45 minutes to copy definitions and sentences for eight vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing six words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence.
Use of multiple grouping formats		
Provides instruction and practice in the whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students’ strengths and meet students’ specific needs	The teacher provides all instruction in the whole group and all practice as independent activities.	The teacher provides instruction in the whole group but then uses teacher-led small groups to target specific lessons to specific students’ needs. For example, she uses the whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction		
Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a multisyllabic word reading and morphology lesson. A second group receives instruction in fluency. A third group gets a focused lesson on oral language and vocabulary development. A fourth group receives an on-grade-level comprehension lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts.

Rosenshine, 2012.

Student progress hinges on teachers delivering instruction effectively. Any content area or intervention classroom not incorporating all seven of these features will most likely fail to meet the needs of a disproportionate number of students, resulting in too many students failing to respond as they should to such instruction. We must focus on the content and delivery of instruction across every classroom before using assessment data to move students to more intensive levels of intervention.

Assessments

For the purposes of implementing an MTSS framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for grade 9. (See Chart 3 for a list of these assessments.) One assessment we use for screening and collecting some diagnostic information is a spelling inventory. We also use an oral reading fluency (ORF) assessment, which gives us a student’s reading rate (words correct per minute), accuracy (percentage of words read correctly), and an analysis of mistakes made while reading. We use a maze measure to screen students for comprehension difficulties.

To progress monitor students who are deemed at risk in reading based on the screening assessments, we use the spelling inventory, ORF, and maze measures when needed. Teachers are encouraged to use other kinds of diagnostic assessments, such as informal word reading assessments, to gain more information about specific gaps in student knowledge. Such diagnostic data are especially helpful when targeting student needs in teacher-led small groups and interventions. In grade 9, we have the End of Course (EOC) exam in English I as an outcome measure.

Each of these kinds of assessments is required to implement an MTSS framework effectively. Within our framework, we use these data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our literacy program, and making adjustments in our instructional programs as needed.

Chart 3. MTSS Reading Assessments in Ninth Grade

Previously Collected Data	Eighth-grade TMSFA ORF, maze, and STAAR
Screening	Spelling inventory ORF with ninth-grade passages Maze
Diagnostic	Diagnostic assessments from intervention programs
Progress Monitoring	Spelling inventory ORF Maze
Outcome	English I EOC

Personnel

Each campus should designate an MTSS Problem-Solving Team whose members are responsible for implementing and monitoring their campus’s MTSS framework. Membership on such a team varies from campus to campus and depends on the personnel available at each campus. At a minimum, the MTSS Problem-Solving Team should include an administrator, dean of instruction, and department chair. Other possible members include lead general education teachers, reading interventionists, and special education or dyslexia teachers. (See Chart 4 for a list of personnel and possible responsibilities within an MTSS framework.)

Campus administrator. The designated campus administrator—whether the principal or assistant principal—is responsible for the implementation and monitoring of the MTSS framework at his/her campus. The

administrator runs data meetings, observes both content area and intervention instruction for fidelity of implementation, and is responsible for all decisions made within the framework.

Dean of instruction. The instructional dean supports the administrator in leading the MTSS program and process at the high school. The dean supports administrators, teachers, and interventionists in interpreting student assessment data, making instructional decisions in both content area instruction and interventions, and connecting data to specific instructional strategies. The dean performs many of the coaching duties necessary for effective MTSS implementation, but the district can also provide coaching support on an as-needed basis to ensure that administrators' and teachers' needs are met. (See Appendix J for the district's instructional coaching model and an example instructional coaching plan.)

English Department chair. The English Department chair supports Tier 1 instruction and coordinates the collection and management of all assessment data. Such administrative duties include overseeing assessment administrations, ensuring that data are entered into the data management system in a timely way, and helping to create data reports for analysis.

District Curriculum and Instruction Department support. Example ISD's Curriculum and Instruction Department will provide coaching support to administrators, the dean of instruction, and teachers.

Chart 4. MTSS: Key Personnel Roles and Responsibilities

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
Campus administrator	MTSS leader	<p>Lead the campus's MTSS program and process</p> <p>Designate other leaders to facilitate implementation and monitoring of the MTSS framework</p> <p>Conduct regular data analysis meetings</p> <p>Observe core and intervention instruction for fidelity of implementation</p> <p>Support teachers through professional development (PD)</p> <p>Participate in ongoing PD</p>	<p>Lead all meetings related to the MTSS program and process</p> <p>Communicate with other campus leaders about MTSS program and process</p> <p>Lead campus PD efforts related to MTSS</p>
Dean of instruction	Instructional leader	<p>Lead the campus's MTSS program and process</p> <p>Designate other leaders to facilitate implementation and monitoring of the MTSS framework</p> <p>Conduct regular data analysis meetings</p> <p>Observe core and intervention instruction for fidelity of implementation</p> <p>Support teachers in implementing effective instruction</p> <p>Support teachers through professional development (PD)</p> <p>Participate in ongoing PD</p> <p>Oversee data collection related to screening, progress-monitoring, and outcome measures</p> <p>Oversee data management</p> <p><i>The dean coordinates coaching duties with district staff members to ensure that teachers receive the necessary support through data meetings, PD, lesson modeling, and other activities. The dean will contact district personnel on an as-needed basis for this coaching support.</i></p>	<p>Communicate with other campus leaders about MTSS program and process</p> <p>Support administrators with data analysis</p> <p>Provide expertise in the components of literacy</p> <p>Provide expertise in instructional content and delivery</p> <p>Lead campus PD efforts related to MTSS</p> <p>Schedule data collection and management activities</p>
English Department chair	Tier 1 lead and data coordination	<p>Support teachers providing Tier 1 content area instruction</p> <p>Provide data reports as needed</p> <p>Support campus data analysis</p>	<p>Support administrators with data analysis</p> <p>Provide expertise in the components of literacy</p> <p>Provide data reports as needed</p>

Job Title	MTSS Role	General Responsibilities	MTSS Problem-Solving Team Responsibilities
District Curriculum and Instruction Department support	Coaching support	Coordinate coaching duties with dean of instruction to ensure that teachers receive necessary support Support campus data analysis Support administrators in monitoring effective instruction Coordinate and provide ongoing PD	Support administrators with data analysis Provide expertise in the components of literacy Provide expertise in instructional delivery
General education teacher(s)	Content area instruction expert	Provide effective instruction to students Assess students Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery
Special education teacher	Expert in reading instruction for struggling students	Provide effective instruction to students Assess students Participate in ongoing PD	Support administrators with data analysis Provide expertise in instructional content and delivery

Other personnel. The campus administrator may choose to put other personnel on the campus's MTSS Problem-Solving Team. For example, it may be helpful to have a lead general education teacher provide expertise in content area reading instruction or a special education teacher provide expertise in working with struggling readers.

Scheduling

Every student should participate in scheduled English classes. Minimum amounts of time for the components of reading and writing instruction have been designated for high school English classrooms. (See Appendix A for these minimum amounts of time.)

Reading interventions (Tiers 2 and 3) should be scheduled outside of the English class. Most of the time, this will happen as a separate course for the student, but for students who need less intensive support, intervention may happen as a lunch pullout. (See Appendix C for several example student schedules.) Creating a campuswide schedule for MTSS takes collaboration among all teachers and staff members, including content area teachers, MTSS interventionists, special education teachers, elective teachers, technology teachers, and librarians.

Reading interventions will last 30 to 50 minutes a day. (See Chart 5 for guidelines related to intervention timeframes.)

Chart 5. Possible Intervention Timeframes for Ninth Grade

Tier 2	Tier 3
30–50 minutes	50 minutes
3–5 days a week	5 days a week

Group Sizes

The following guidelines for group sizes across Tiers 2 and 3 should be followed as much as resources and personnel will allow:

- Tier 2: 10–15 students
- Tier 3: Fewer than 10 students

Changes to group size affect the intensity level of interventions. Shrinking group size is one way to make an intervention more intensive (e.g., move it from a Tier 2 intervention to a Tier 3 intervention); increasing group size can make an intervention less intensive (e.g., move a Tier 3 intervention to a Tier 2 intervention).

The Process

In this section, we provide the “how” of the district’s MTSS framework. These guidelines provide a general overview of the elements that must be in place to create an effective MTSS process; the specific method for implementing and monitoring this process will depend on campus personnel’s expertise and resources. Thus, some variation in these processes is expected from campus to campus.

Data Collection and Management

Every campus must establish a system for collecting and managing their screening, diagnostic, progress-monitoring, and outcome data. This system includes the following:

- Training for teachers, especially new ones, in how to administer the assessments reliably
- Training for teachers in how to enter data into the data management system
- A schedule for when assessments should be completed and data entered into the data management system
- Training for teachers in how to examine the data in the data management system
- A method for checking the reliability of teachers’ assessment administration

Assessment training. District-level experts will train teachers in administering and using the designated assessments. Such trainings should be provided before teachers are supposed to administer the assessment.

Data management system training. Every campus should also have someone who can train teachers in how to enter and manage their screening, progress-monitoring, and outcome assessment data in the data management system. (See Appendix D for a template for creating step-by-step directions for entering data into the data management system.) Teachers manage and examine screening/diagnostic, progress-monitoring, and outcome data in the data management system after each assessment administration.

Diagnostic assessment data from various measures do not have to be entered into the data management system unless the campus MTSS Problem-Solving Team decides to collect these data to analyze. Diagnostic data should

be kept on file by the teacher/interventionist who administers these assessments and uses the data gathered from them to inform instruction.

Assessment scheduling. Each campus should create a master calendar with dates for when teachers should administer screening, diagnostic, progress-monitoring, and outcome assessments with their students and enter the gathered data into the data management system. The district testing calendar provides dates for screening and outcome assessments. (See Chart 6 for district data collection time points.) Each campus creates its own schedule for progress-monitoring assessments. Progress-monitoring assessments should be administered to any student who does not meet grade-level expectations on the screening assessment at beginning of year, middle of year, or end of year. Students should be progress-monitored **at least every 2 weeks**.

Chart 6. District Testing Calendar: Screening and Outcome Assessments for Ninth Grade

Screening (Spelling Inventory, ORF, and Maze) Time Points	Outcome Measure (EOC) Time Point
BOY (Aug./Sept.), MOY (Jan.), EOY (May)	EOY (May)

BOY= beginning of year; MOY = middle of year; EOY= end of year.

Reliability checking. Each campus should establish a system for ensuring that teachers administer the various assessments reliably. Such reliability checking can be done through various methods, including the following:

- *Double-scoring:* While the teacher administers an assessment to a student, a designated double-scorer scores with the teacher and compares his/her score to the teacher’s score. This can be done with a subset of students (two to four students). If the double-scorer and teacher are within three points of each other, the teacher is reliable. (This is the recommended way to do reliability checking.)
- *Second scorer:* After a sample of students has been scored by a teacher, a second scorer administers the assessment again to compare this performance to the students’ initial scores. (Scores should be somewhat inflated on the second performance.)
- *Trading students:* Teachers trade students so they do not assess their own students. Each teacher chooses a random sample of students to whom another person administers the assessments.

Teachers who are found not to be reliable on the assessment should receive retraining on administering the assessment and their administration reliability should be rechecked.

Data Analysis

Data analysis is an integral part of any MTSS framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students’ needs, regroup students, and evaluate the effectiveness of their content area/intervention instruction. Administrators should examine data regularly (weekly, monthly, etc.) to evaluate the effectiveness of content area/intervention instruction, make PD decisions, and move students from one intervention to the next based on their needs.

Specifically, the MTSS Problem-Solving Team should conduct structured data meetings with grade 9 teachers after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions.

These structured data meetings should take place at the following time points:

- In September after the BOY assessments
- In January/February after the MOY assessments
- In May/June after the EOY assessments

At each of these time points, the MTSS Problem-Solving Team will conduct a **structured data meeting focused on Tier 1 instruction and another focused on Tiers 2 and 3**. (See Appendix E for a structured data meeting protocol and other forms to help with this process.)

Additionally, the MTSS Problem-Solving Team should meet at least monthly, and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level. (See the Weekly/Monthly Data Meeting Checklist in Appendix E to help with this process.) Such ongoing data analyses allow administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate, targeted PD to support teachers and students.

Decision Making

Directly tied to the data analysis process is the decision-making process. Within this process, the MTSS Problem-Solving Team will have to answer questions such as the following:

- What is working within content area instruction and what is not?
- What kind of PD should we provide to teachers to fill in the gaps we see in our data?
- How many students can we serve in Tier 2? How about in Tier 3?
- Which students should be moved to Tier 2? How about to Tier 3?
- What do we do if too many students meet our criteria for needing intervention?
- Who will provide Tier 2 to students? Who will provide Tier 3 to students?
- How much progress should a student make to be exited from Tier 2 or Tier 3?

This document provides information to guide a campus's answers to these questions, but ultimately, the campus's MTSS Problem-Solving Team has to make decisions that meet the students' specific needs.

Content area instruction. Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of content area instruction. Most students (75%–80%) should reach grade-level expectations with effective Tier 1 instruction alone. If less than 75% of students meet expectations, teachers need support related either to instructional content (i.e., the components of reading and writing) or instructional delivery (i.e., the features of effective instruction). Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need. (See Appendix F for observation forms related to the components of instruction and the features of effective instruction.) We cannot depend on interventions alone to move struggling students back to grade level. Content area teachers have the power to move almost all students to grade level or above if these teachers have the right knowledge and tools.

Analyzing content area data gives the MTSS Problem-Solving Team evidence for support that teachers need in developing this knowledge and these tools. During data meeting discussions focused on Tier 1 instruction, decisions should be made about PD, instructional materials, and additional support each teacher needs to improve Tier 1 instruction. Such support includes the following:

- Training related to instructional content and/or delivery
- The teacher being observed with a focus on specific instructional practices and provided feedback related to those practices
- The teacher watching a lesson demonstration provided by an instructional specialist or other teacher
- The teacher visiting another content area or intervention classroom to observe specific instructional practices

Rather than focusing just on stand-and-deliver training, campus administrators should provide coaching support to teachers. Research shows that stand-and-deliver training alone has little impact on instructional practices (Showers & Joyce, 1996). When teachers receive follow-up coaching and support, however, they are much more likely to change their instructional practices (Joyce & Showers, 1981; Showers & Joyce, 1996).

Tier movement. Decisions about which students to move into or out of Tiers 2 and 3 should take place during the structured data meetings at (BOY (August/September), MOY (January), and EOY (May). Once students have begun participating in a Tier 2 or Tier 3 intervention, they need adequate time to demonstrate a response (usually defined as about 10 weeks of instruction or 40–50 sessions). At the end of this period, the MTSS Problem-Solving Team can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention. (See Appendix G for an MTSS model that shows movement among the tiers.)

As the Problem-Solving Team makes these decisions, they should think flexibly about ways to increase a student's intervention intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention (e.g., moving from providing an intervention for 30 minutes to providing it for 50 minutes)
- Increasing the number of days that a student receives an intervention (e.g., moving from 3 days a week to 5 days a week)
- Decreasing the number of students in a group (e.g., moving from six students in a group to four students in a group)
- Increasing the duration of an intervention (e.g., moving from providing an intervention for 10 weeks to providing it for 15 weeks)
- Changing the intervention program to a more intensive one

At this time, Example ISD has identified the different intervention programs for Tier 2 versus Tier 3, so intensity could be increased by doing one or more of the five bullets above. (See the Interventions in Grade 9 chart in Appendix H, which shows the intervention programs to be used.)

Structured Data Meeting (BOY, MOY, EOY): At each meeting, administrators and teachers will fill out an instructional improvement plan. (See Appendix E for example templates.) The team also will decide which students to move to interventions and plan these interventions (who will provide them, when they will be scheduled and for how many days, programs to be used, etc.) (See Appendix for an example template to document these decisions.) These plans will be collected and kept on file (either electronically or as a hard copy) by the MTSS leader.

Intervention criteria. Determining which students will receive different types of interventions is a campus-based decision, but some guidelines for making such decisions can help campuses to be consistent in how they identify students. Charts 7 and 8 provide MTSS Problem-Solving Teams with some guidance for making both entrance decisions (Chart 7) and exit decisions (Chart 8). Other data, such as EOC data or district benchmark assessment data, may be used to make intervention decisions, but when designing specific interventions to target students' needs, these data should be used in conjunction with the spelling inventory data, ORF data, maze data, and other forms of diagnostic data.

Chart 7. Reading Intervention Entrance Criteria Guidelines

BOY Tier 2	BOY Tier 3	MOY Tier 2	MOY Tier 3	EOY Tier 2*	EOY Tier 3*
Eighth-Grade STAAR (First Administration) Approaches or Does Not Meet AND TMSFA Fluency Equated Score 131–155	Eighth-Grade STAAR (First Administration) Approaches or Does Not Meet AND TMSFA Fluency Equated Score ≤ 130	Ninth-Grade Interim Assessment Approaches or Does Not Meet AND Fluency on Ninth-Grade Passage 121–140	Ninth-Grade Interim Assessment Approaches or Does Not Meet AND Fluency on Ninth-Grade Passage ≤ 120	Ninth-Grade EOC Approaches or Does Not Meet AND Fluency on Ninth-Grade Passage 131–149	Ninth-Grade EOC Approaches or Does Not Meet AND Fluency on Ninth-Grade Passage ≤ 130

*EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

Chart 8. Reading Intervention Exit Criteria Guidelines

MOY Tier 2	MOY Tier 3	EOY Tier 2	EOY Tier 3
Ninth-Grade Interim Assessment Meets or Masters AND Fluency on Ninth-Grade Passage > 140	Ninth-Grade Interim Assessment Meets or Masters AND Fluency on Ninth-Grade Passage > 120	Ninth-Grade EOC Meets or Masters AND Fluency on Ninth-Grade Passage ≥ 150	Ninth-Grade EOC Meets or Masters AND Fluency on Ninth-Grade Passage > 130

In addition to the criteria provided in Charts 7 and 8, teachers may use students' spelling inventory data and/or maze data to make intervention decisions. For example, if a student scores above the fluency cutoff for Tier 2 but also demonstrates extreme difficulty with spelling basic orthographic patterns (e.g., short vowels or other vowel patterns), the teacher may decide that the student needs to be moved into an intervention.

Additionally, the criteria provided in Charts 7 and 8 are guidelines, not hard-and-fast rules. Specific students' needs and a campus's resources, including personnel, must be taken into account when setting criteria for moving students into and out of interventions. **Please also remember that if large numbers of students are identified for Tier 2 and/or Tier 3 (i.e., more than 25%), TIER 1 MUST BE IMPROVED.**

Intervention implementation. Any teacher providing a Tier 2 or Tier 3 intervention to students using one of the approved programs (see Chart 1) must have training in that program, and the program must be implemented with fidelity. The approved programs for Tiers 2 and 3 have been researched and designed to support reading improvement for most struggling readers. If they are not followed as designed, it is impossible to judge student growth in relation to the delivery of instruction.

Evaluating student progress. As discussed in the Assessment Scheduling section, teachers should collect progress-monitoring data, using maze measures (and possibly other measures such as ORF checks or spelling inventories), at least every 2 weeks. These data should be used to target specific students' needs and help teachers and administrators evaluate the effectiveness of the interventions. The MTSS Problem-Solving Team should meet monthly (at least) to assess student progress and help interventionists make adjustments in the delivery of interventions. Along with students' scores on these assessments (e.g., words correct per minute, accuracy percentages), teachers and administrators should examine two other pieces of data:

- *Student progress across time:* Examining student progress across time includes analyses such as calculating the change in student scores from one time point to another (e.g., BOY to a progress-monitoring data point), calculating a student's average word per minute per week increase, and graphing student progress to examine a student's slope (rate of change). Each of these calculations and graphs can then be compared to average or grade-level growth to see whether the student is on target to meet grade-level expectations or goals that have been set for him/her. Appendix I provides an example line graph that can be used to assess a student's slope compared to the benchmarks and to an aim line that shows the student's slope needed to reach grade level by the end of the year.
- *Error analysis with student protocol:* Examining the errors that a student makes while reading provides the teacher with diagnostic information, which can then be used to tailor instruction. Teachers should look at errors made by individual students, but they should also examine the errors that are common across groups of students. Such analyses help teachers to target instruction at both the individual level and the group level.

Professional Development

Data meetings. Rather than viewing data meetings as something separate from PD, such meetings should be viewed as part of the PD that teachers receive. Any effective meeting or training should start with data analysis. Teachers and administrators should conduct their own data analysis daily, weekly, monthly, etc. Formal MTSS Problem-Solving Team data meetings should occur after each round of BOY, MOY, and EOY assessment and each month (at a minimum) to evaluate student progress within interventions. Such monthly meetings allow administrators to help teachers evaluate their instruction and make adjustments. At these meetings, teachers can ask questions and ask for support in certain areas or with specific types of students if they feel they need more instructional knowledge or strategies. These meetings can then lead to the following PD activities.

Stand-and-deliver training. To provide teachers with general knowledge in effective instructional strategies, management techniques, or other types of information, traditional stand-and-deliver training can be provided. This training might be led by a campus administrator, dean of instruction, teacher, interventionist, consultant, or district-level administrator. Such training provides teachers with helpful information, but to affect instructional practice and get teachers to improve their instruction, these general PD opportunities must be followed by instructional coaching.

Instructional coaching. Instructional coaching consists of data meetings, in-class observations with immediate feedback, co-teaching, and instructional modeling (See Appendix J for our instructional coaching model.) District administrators, campus administrators, other teachers, interventionists, or consultants can provide such coaching. The MTSS Problem-Solving Team should work with teachers at each grade level to derive a PD plan for the year that includes data analysis meetings, stand-and-deliver training, and instructional coaching opportunities. These plans can be adjusted as data are examined and areas of concern are identified. (See Appendix J for an example instructional coaching plan that can help with making these plans.)

Program Monitoring

Content area instruction observations. Content area instruction in grades 9 should be observed on a regular basis (at least monthly; at least weekly for teachers with less effective instruction). Campus administrators, lead teachers, interventionists, and district administrators can conduct these observations. Observation forms, such as those provided in Appendix F, can be used to document observations and to provide immediate feedback to teachers.

Intervention observations. Intervention instruction must be observed on a regular basis (e.g., monthly) to evaluate program implementation. Observers should look for the features of effective instruction (as described in Chart 2) as well as the use of specific instructional methods, strategies, and materials provided in the specific intervention program. Such observations can be conducted by the instructional dean, campus administrators, lead interventionists, other lead teachers, or district administrators. (See Appendix F for an example intervention observation tool that may be used for these purposes.)

MTSS's Relationship With Other Programs

MTSS and Tutoring

An MTSS framework differs from tutoring in some significant ways. Here are just a few of those differences:

- MTSS is a well-defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- MTSS requires the use of research-based interventions. Tutoring does not.
- MTSS requires the use of reliable, valid measures of reading. Tutoring does not.
- MTSS targets specific student needs based on learning gaps and may require instruction that focuses on below-grade-level knowledge and skills to fill these gaps. Tutoring usually focuses on grade-level student expectations within the Texas Essential Knowledge and Skills (TEKS).
- Within an MTSS framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amounts of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice within MTSS.

In other words, MTSS is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students within those interventions.

A student may participate in either MTSS interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (content area) instruction.

MTSS and Special Education

One purpose for implementing an MTSS framework is to help identify more reliably students who have a learning disability. Student response to research-based instruction across time as measured by using reliable, valid measures provides much more accurate data for identifying students in need of more “specialized” instruction than data collected from one-shot testing, which, in the past, has been the method for special education identification. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students from needing specialized services.

However, some students’ lack of response to these research-based interventions will provide administrators and teachers with data that indicate the student may have a learning disability and need for special education. In these cases, the MTSS Problem-Solving Team should communicate their concern to the Special Education Department and provide that department with the following data for the student:

- All screening, diagnostic, and progress-monitoring data (including a line graph with the student’s progress-monitoring data)
- Information about the content area instruction, Tier 2 interventions, and/or Tier 3 interventions that have been provided to the student
- Proof that these various levels of instruction have been appropriately monitored
- Any notes about specific goals set for the student and instructional strategies tried to accelerate the student’s response to instruction (See Appendix K for a collaborative instructional log that can be used to document specific instructional strategies, progress-monitoring goals, etc. for each student.)
- Other information and documentation required by the Special Education Department

Special education is one component of an MTSS framework. MTSS is not a prereferral process for special education. It also cannot be used as an excuse for delaying or denying a student’s evaluation for special education. No matter where a student is in the MTSS process, if a student is suspected of having a learning disability and need for special education, campus administration should move immediately to have the student referred for an evaluation.

MTSS and Parent/Caregiver Communication

Each campus should have a method for communicating to caregivers in general about the campus’s MTSS framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the MTSS framework can be communicated through parent/caregiver meetings, campus newsletters, or other forms of outreach to caregivers. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the intervention will affect student success must be sent home. (See Appendix L for an example letter that could be used for this purpose.)

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Appendices for Grade 9

Appendix A: High School English Timeframe

Appendix B: Approved Supplementary Literacy Resources

Appendix C: Example Student Schedules

Appendix D: Entering Screening Data

Appendix E: Structured Data Meeting Checklists and Planning Documents

Appendix F: Observation Tools for Content Area and Intervention Instruction

Appendix G: MTSS Model for Example ISD

Appendix H: Interventions in Grade 9

Appendix I: Example Line Graph for Judging Student Progress

Appendix J: Instructional Coaching Model and Example Plan

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Appendix L: Parent Letter

Appendix A: High School English Timeframe

One-Week Timeframe (Total of 250 minutes)

Approx. Time	General Description	Specific Activities
35–50 minutes	Advanced word study and vocabulary instruction/practice	Teaching strategies for sounding out and reading multisyllabic words Games with word-building cards Word sorts related to etymology and/or morphology Multisyllabic word reading and vocabulary activities from the Texas Adolescent Literacy Academies (TALA)
10–15 minutes	Fluency	Partner reading with instructional or independent levels Providing instruction related to correct phrasing or chunking of sentences, using punctuation, and self-correcting
75–90 minutes	Small-group instruction and workstations	Working with struggling readers on specific needs such as multisyllabic word reading, morphology, fluency, etc. Working with higher-level students on in-depth text analysis and building a deeper understanding of the writer's craft Using collaborative structures that cut across components (advanced word study, vocabulary, comprehension, writing)
100–130 minutes	Reading comprehension, language, and genre instruction	Providing specific lessons related to comprehension strategies, text analysis, writer's craft, etc. Allowing students to practice these skills with text in collaborative groups, partners, or independently Making explicit connections between text structures in students' reading and in their writing Using the TALA reading strategies
	Writing workshop	Providing specific lessons related to the writing process Allowing students to practice these skills with text in collaborative groups, partners, or independently Using the TALA writing strategies Using lessons and strategies from the Write for Texas materials

Appendix B: Approved Supplementary Literacy Resources

Core Instruction

Resource	Publisher	Information
Previously adopted literature/writing program	Many publishers	This was our core literature program before we adopted all of the new programs we've put in place. The materials from this program can be used to provide whole-group or small-group instruction or for students to practice building specific skills and knowledge.
Write for Texas Texas Adolescent Literacy Academies (TALA)	UT System and TEA	Some secondary teachers have attended these academies, which provide many research-based strategies to use in their reading and writing classes. The Texas Gateway provides training in using these materials for teachers who need it. Here's the website: www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
Texas Gateway	TEA	This website provides many reading and writing OnTRACK lessons directly tied to specific grade-level expectations. Here's the website: www.texasgateway.org/resource-index
<i>Establishing an Intensive Reading and Writing Program for Secondary Students</i>	MCPER	This guide provides specific strategies for teaching word study, fluency, vocabulary, comprehension, and writing. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/establishing-intensive-reading-and-writing-program-for-secondary-students-revised
<i>Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers</i>	MCPER	This booklet provides lessons and strategies for teaching comprehension and vocabulary to secondary students. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/meeting-needs-of-struggling-readers-resource-for-secondary-english-language-arts-teachers
Self-Regulated Strategy Development (SRSD) materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: www.thinksrsd.com/free-resources-to-share
Middle School Matters Institute	MCPER	This website provides several reading and writing lessons that can be used with an entire class or small groups. Here's the website: https://greatmiddleschools.org
<i>Reading Instruction for Middle School Students: Developing Lessons for Improving Comprehension</i>	MCPER	This booklet provides lesson ideas for teaching vocabulary and comprehension, including before-, during-, and after-reading strategies. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/links-websites/reading-instruction-for-middle-school-students-developing-lessons-for-improving

Resource	Publisher	Information
Real Spellers website	Real Spellers	This website provides lesson plans and strategies for effectively teaching spelling, word study, and vocabulary. Instructional strategies provided on the website include word sums and word matrices, including a tool for making your own word matrices. Here's the website: www.realspellers.org/resources
<i>Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook</i>	MCPER	This booklet provides lessons and strategies for teaching secondary students struggling in reading. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-instruction-for-middle-school-students-reading-difficulties-reading-teacher%E2%80%99s
Florida Center for Reading Research (FCRR) materials	FCRR	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. Here's the website: https://fcrr.org/student-center-activities
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: https://buildingrti.utexas.org
ReadWorks website	ReadWorks	This website provides free texts and lesson materials. Here's the website: www.readworks.org

Intervention Instruction

Resource	Publisher	Information
Previously adopted literature/writing program	Many publishers	This was our core literature program before we adopted all of the new programs we've put in place. The materials from this program can be used to provide whole-group or small-group instruction or for students to practice building specific skills and knowledge.
Write for Texas TALA	UT System and TEA	Some secondary teachers have attended these academies, which provide many research-based strategies to use in their reading and writing classes. The Texas Gateway provides training in using these materials for teachers who need it. Here's the website: www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
Texas Gateway	TEA	This website provides many reading and writing OnTRACK lessons directly tied to specific grade-level expectations. Here's the website: www.texasgateway.org/resource-index
<i>Establishing an Intensive Reading and Writing Program for Secondary Students</i>	MCPER	This guide provides specific strategies for teaching word study, fluency, vocabulary, comprehension, and writing. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/establishing-intensive-reading-and-writing-program-for-secondary-students-revised
<i>Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers</i>	MCPER	This booklet provides lessons and strategies for teaching comprehension and vocabulary to secondary students. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/meeting-needs-of-struggling-readers-resource-for-secondary-english-language-arts-teachers
Strategic Adolescent Reading Intervention (STARI)	Strategic Education Research Partnership (SERP)	These free materials provide research-based reading intervention materials for teachers of struggling adolescent readers. Teachers can register for free to gain access to these materials at this website: https://stari.serpmedia.org
SRSD materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: www.thinksrsd.com/free-resources-to-share
Middle School Matters Institute	MCPER	This website provides several reading and writing lessons that can be used with an entire class or small groups. Here's the website: https://greatmiddleschools.org

Resource	Publisher	Information
<i>Reading Instruction for Middle School Students: Developing Lessons for Improving Comprehension</i>	MCPER	This booklet provides lesson ideas for teaching vocabulary and comprehension, including before-, during-, and after-reading strategies. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/links-websites/reading-instruction-for-middle-school-students-developing-lessons-for-improving
Word Generation	SERP	This website provides free interdisciplinary units for grades 6–8 to enhance students' vocabulary development. Lessons can be downloaded for free at: https://wordgen.serpmedia.org/teacher.html
<i>Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook</i>	MCPER	This booklet provides lessons and strategies for teaching students struggling in reading. Here's a website where the booklet can be downloaded: https://buildingrti.utexas.org/booklets/effective-instruction-for-middle-school-students-reading-difficulties-reading-teacher%E2%80%99s
FCRR materials	FCRR	This website provides free center activities and instructional routines that can enhance whole-group and small-group instruction and workstations. Here's the website: https://fcrr.org/resource-database
Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: https://buildingrti.utexas.org

Appendix C: Example Student Schedules

General Student Schedule

Period	Course
Period 1	English I
Period 2	Algebra I
Period 3	Biology
Period 4	P.E./Athletics
Period 5	LUNCH or Reading
Period 6	Reading or Study Hall
Period 7	World Geography
Period 8	Spanish I

Approaches to Intervention (Periods 5 and 6)

Intervention as a Course

Period 6: Reading. Student’s data indicated a need for very intensive intervention, so he will receive 250 minutes of instruction each week using the Tier 3 intervention program.

Intervention as a Course (Less Intensive)

Period 6: Reading. Student’s data indicated a need for supplemental intervention in multisyllabic word reading, vocabulary, fluency, and comprehension, so he will receive 250 minutes of instruction each week using the Tier 2 intervention program.

Intervention as a Pullout (Least Intensive)

Period 5: Lunch and Reading. Student’s data indicated a need for supplemental intervention in comprehension, so he will receive 90 minutes of instruction a week (3 days a week for 30 minutes each) using the Tier 2 intervention’s comprehension component.

Period 6: Study Hall. Period 6 will be reserved for study hall.

Appendix D: Entering Screening Data

1. Go to data management website: <https://xxxx.com>
2. Enter your username and password.
3. *Include detailed steps here based on chosen data management system.*

Appendix E: Structured Data Meeting Checklists and Planning Documents

To facilitate data-based decision making, Example ISD will implement ongoing, structured data meetings throughout the school year (BOY, MOY, EOY).

Goals

- Establish achievement status and/or progress for each student against benchmark goals from the spelling inventory, ORF, and maze assessments.
- Identify students at risk for future or ongoing reading difficulties.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) reading interventions.
- Organize intervention groups by reading level or instructional need.
- Identify pockets of outstanding (and subpar) student progress among English classes, speculate on the causes of the better outcomes, and plan for other grade-level teachers' adoption of the identified practices.

Preparation

Administrator

- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as data reports are completed.
- Bring notes on observations (of both Tier 1 and Tiers 2 and 3).

Dean of Instruction

- Make sure the structured data meeting goals, preparation, and protocol sheets are made available electronically to all members of the team who will attend the meeting.
- Review school-level and class-level data sets and meeting checklists (Tier 1 and Tiers 2 and 3).
- Bring notes on observations (of both Tier 1 and Tiers 2 and 3).
- Bring instructional support information, such as specific instructional strategies, materials to use, etc.

English Department Chair

- Ensure school-level and class-level data sets have been prepared (including spelling inventory, ORF, maze, and EOC assessment data, if available).
- Send all data sets and spreadsheets to administrator, dean of instruction, teachers, and other participating school personnel.

District Curriculum And Instruction Department Support

- Review district- and school-level data sets and meeting checklists (Tier 1 and Tiers 2–3).
- Bring notes on observations (of both Tier 1 and Tiers 2–3).
- Bring instructional support information, such as specific instructional strategies, materials to use, etc.

Teachers

- Review school-level data sets and meeting checklists (Tier 1 and Tiers 2 and 3).
- Bring any other data to help in analyzing student progress and decision making.
- Bring notes on instructional strategies used in Tiers 1, 2, and/or 3.

Tier 1 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students at grade and teacher levels (Tier 1).
 - Refer to class data spreadsheets (from data management system) to identify current performance of grade level.
 - Review any other data that the team feels are pertinent to analyzing Tier 1.
- ☐ STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students progressing toward the identified benchmark (e.g., “We will go from 50% at risk at BOY to 25% at risk at MOY.”).
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Review previous Tier 1 instructional plan (if available) and build on action steps.
 - Complete item analysis to identify skills that large numbers of students missed; select instructional practices to implement.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during next benchmark period (e.g., next semester).
 - IF AT BOY OR MOY: Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
 - IF AT EOY: Identify program challenges and areas of needed improvement in Tier 1 and record a plan for making these improvements in the coming year on **Instructional Improvement Plan (EOY), Part B**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - IF AT BOY OR MOY: Recording decisions on the **Tier 1 Instructional Plan, Part B**

TIER 1 Instructional Plan (BOY and MOY)

Date: _____ Grade: _____

PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Literacy Skills	Supporting Instructional Practices	Notes

PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

Instructional Improvement Plan (EOY)

Date: _____ Grade: _____

Part A: Tier 1 Goals

Use Tier 1 Checklist Step 2 and Tiers 2 and 3 Checklist Step 3 to set Tier 1, 2, and 3 goals for next year. Record goals below.

Part B: Tier 1 Plan for Improvement

Use Tier 1 Checklist Steps 3 and 4 to identify program challenges and areas of needed improvement in Tier 1. Record a plan to improve Tier 1 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (follow-up)

Part C: Tiers 2 and 3 Plan for Improvement

Use Tiers 2 and 3 Checklist Steps 1–4 to identify program challenges and areas of needed improvement in Tiers 2 and 3. Record a plan to improve Tiers 2 and 3 in the coming year.

Program Challenges and/or Areas of Needed Improvement	Plan for Improvement (e.g., program changes, additional instructional practice to use)	To Do (follow-up)

Tiers 2 and 3 Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews current performance of students.
 - Refer to class data spreadsheets (from data management system) to identify current performance of specific students.
 - Review any other data that the team feels are pertinent to analyzing Tiers 2 and 3.
- ☐ STEP 2: Team determines student intervention needs and creates intervention groups.
 - Review designated sources of evidence to identify students who need targeted intervention.
 - Analyze performance on each measure to identify students' instructional needs.
 - Assess campus resources and create data-informed intervention groups.
 - Record intervention decisions and groupings on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 3: Team reviews goals set at previous structured data meeting and sets measurable goals for each Tier 2 and 3 group to achieve by the next screening assessment.
 - Refer to previous **Tier 1 Instructional Plan, Part A** when setting goals.
 - State goals in terms of desired score by next screening assessment (e.g., "Jackson will go from 60 words correct per minute at BOY to 80 words correct per minute by MOY").
 - Record goals on the **Tiers 2 and 3 Intervention Worksheet**.
- ☐ STEP 4: Team determines criteria for monitoring students' progress.
 - Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers 2 and 3 (e.g., screening, progress-monitoring data).
 - Consider instructional changes (e.g., pacing, reinforcement of skills, Tier 1 instruction) if students or groups make insufficient progress toward goals.
 - Plan data review points to evaluate progress toward target skill level.
- ☐ STEP 5: Team plans communication with parents.
 - Agree on plan for sending letters home to parents.

This process was adapted from:

Pennsylvania Training and Technical Assistance Network. (2008). *Data analysis team script*. Harrisburg, PA: Pennsylvania Department of Education.

The Meadows Center for Preventing Educational Risk. (2013). *Structured data meetings*. Austin, TX: Author.

Create intervention groups based on students' intervention needs (Step 2). Set measurable goals for each group (Step 3). Review goals throughout the intervention period. Review data regularly to ensure that each student achieves at least the minimum rate of progress.

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Goals				
Content Area Teacher				
Students				
Intervention Program				
Teacher and Meeting Time				

Weekly/Monthly Data Meeting Checklist: Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____ Grade: _____

- ☐ STEP 1: Team reviews previous goals and compares to current performance.
 - Refer to class data spreadsheets to identify current performance of grade level.
- ☐ STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.
 - State goals in terms of percentage or number of students making progress toward recommended benchmark goals. Teams may generate goals in more than one area.
 - Record goals on the **class data spreadsheet**.
- ☐ STEP 3: Team identifies instructional practices to support goals.
 - Complete item analysis to identify specific skills that large numbers of students missed.
 - Select instructional practices and strategies that directly address the specific knowledge and skills needed to meet goals.
- ☐ STEP 4: Team analyzes instructional practices. Consider the following questions:
 - Is the practice evidence based?
 - What supports are provided and needed for specific students?
 - Are curricular materials available or can they be easily created for implementation?
 - Of these practices, which are the most practical to implement?
- ☐ STEP 5: Team selects practices and agrees to implement during the next benchmark period.
 - Record which practices have been selected for implementation on **Tier 1 Instructional Plan (BOY and MOY), Part A**.
- ☐ STEP 6: Team plans logistics of implementing practices, including the following:
 - Assisting all teachers in learning the practices.
 - Locating and/or creating instructional materials
 - Planning to self-monitor the use of practices (fidelity protocols)
 - Adhering to implementation of the action plan (who is responsible for what by when)
 - Recording decisions on the **Tier 1 Instructional Plan, Part B**

Appendix F: Observation Tools for Content Area and Intervention Instruction

Content Area Instruction: English Instructional Components to Observe

Teacher: _____ Observer: _____ Date: _____

Indicator	Implementation		
	Full	Partial	No
Advanced word study (e.g., multisyllabic word reading and morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need help in fluency practice building fluency or receive instruction in fluency at least every other day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners (i.e., in guided practice) before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (post them on walls, publish them in school papers or other publications, etc.).			
Teacher uses model texts for teaching grammar and other writing skills/strategies and posts these model texts in the classroom for students to access.			
Teacher-led small-group instruction is provided at least every other day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are up where students can see them easily.			
Word walls are used regularly by teachers and students during reading and writing instruction/practice.			

Observing: Features of Effective Instruction

Teacher: _____ Observer: _____ Date: _____

Core or Intervention (circle one)	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The teacher...				
Introduces concepts and skills by stating the lesson's purpose and how it will be accomplished				
Explains concepts and skills in clear and direct language				
Models and demonstrates with the use of examples				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during lesson and activities to gauge understanding and address specific student needs				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Uses grouping formats beyond whole-group and independent work to ensure student mastery of skills/concepts (circle all that are observed): Teacher-led small groups Partners Mixed-ability small groups				
Differentiates within and across grouping formats to meet students' specific needs (circle needs the teacher addresses): Students struggling with skill/concept Students needing extensions				
Is the lesson carefully and purposefully designed ?	YES		NO	

Intervention Observation Tool

Grade: _____ Homeroom Teacher: _____ Interventionist: _____

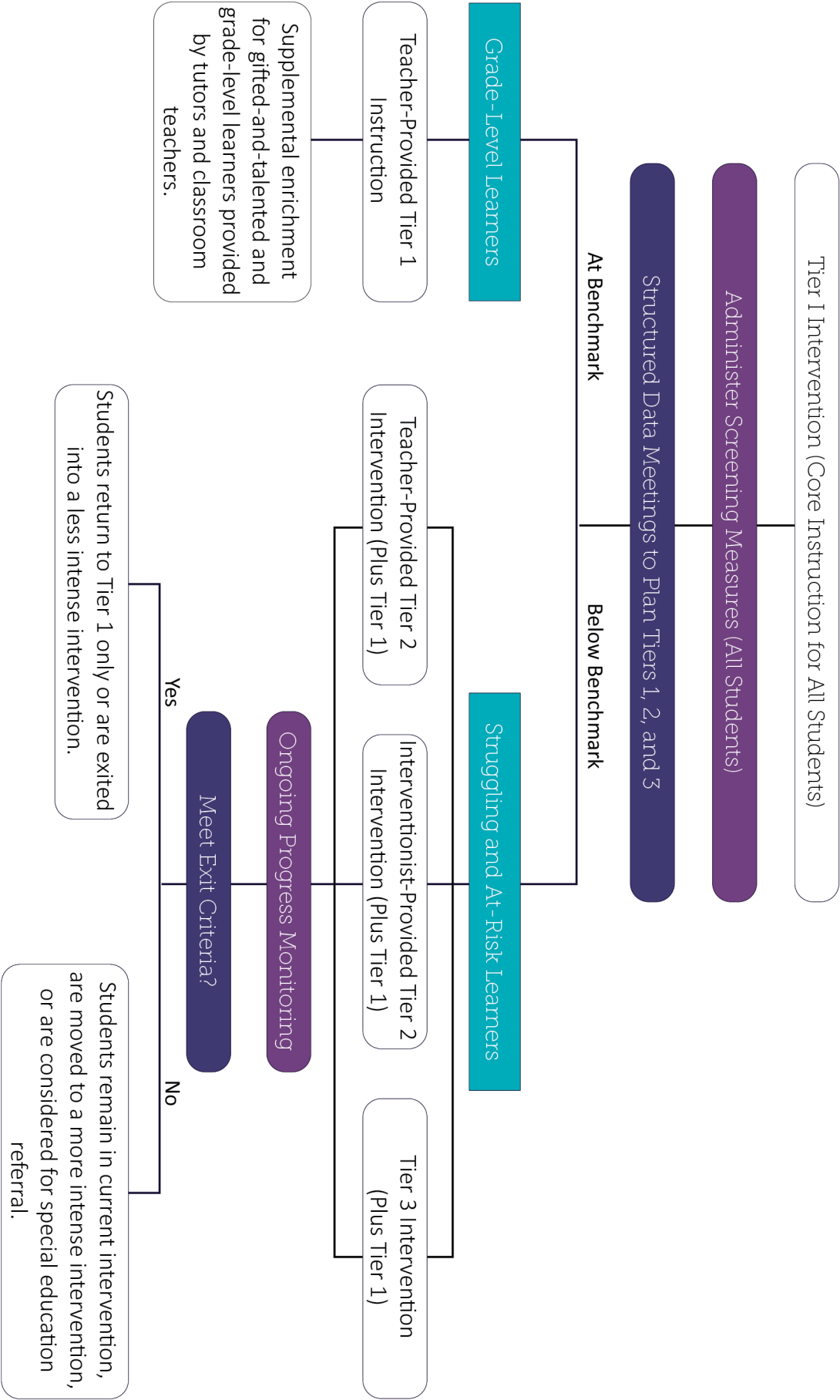
of Students: _____ Type of Intervention: Tier 2 / Tier 3 Date: _____

Reading Component	Time			Activity/Objective	Instruction/Management		
	Start time	End time	Total mins.		Mostly instructing	Often managing	Mostly managing
PA and Phonics*							
Word Study							
Fluency							
Vocabulary							
Comprehension							

NOTE: The components should reflect students' needs; PA = phonemic awareness; PA and phonics are only for students who need it.

Intervention Instruction	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
The interventionist...				
Introduces the concepts and skills in small steps				
Explains concepts and skills in clear and direct language				
Models and demonstrates procedures through a lot of examples				
Checks initial practice items for correctness and provides immediate feedback				
Provides many opportunities for practice after initial presentation of task/skill				
Gives individual and/or group opportunities to respond				
Monitors students during an activity to be sure that they are performing correctly				
Provides scaffolding to assist students in their learning and practice				
Uses correction procedures and provides feedback				
Paces instruction adequately by transitioning quickly between tasks and allowing extra time when needed				
Redirects off-task behavior when it occurs				
Is the intervention lesson carefully and purposefully designed by sequencing the task from easy to difficult?	YES		NO	

Appendix G: MTSS Model for Example ISD

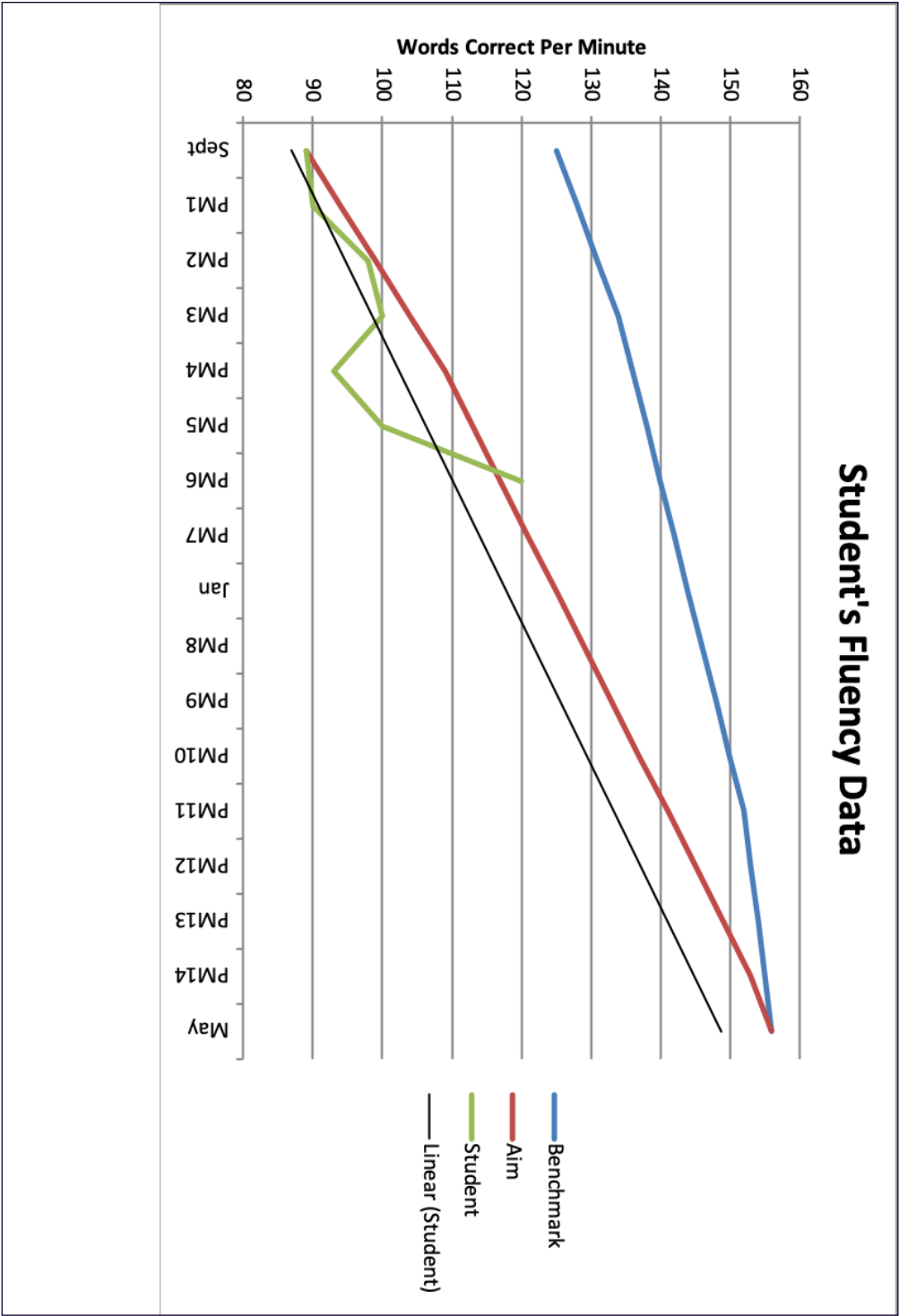


Appendix H: Interventions in Grade 9

Tier 1	Tier 2	Tier 3
Wonderful Word Study Program	#1 Tier 2 Reading Program	#1 Tier 3 Reading Program
Fabulous Fluency		
Amazing Vocabulary Instruction		
Explicit Comprehension Instruction		
Super-Great Writing Lessons		

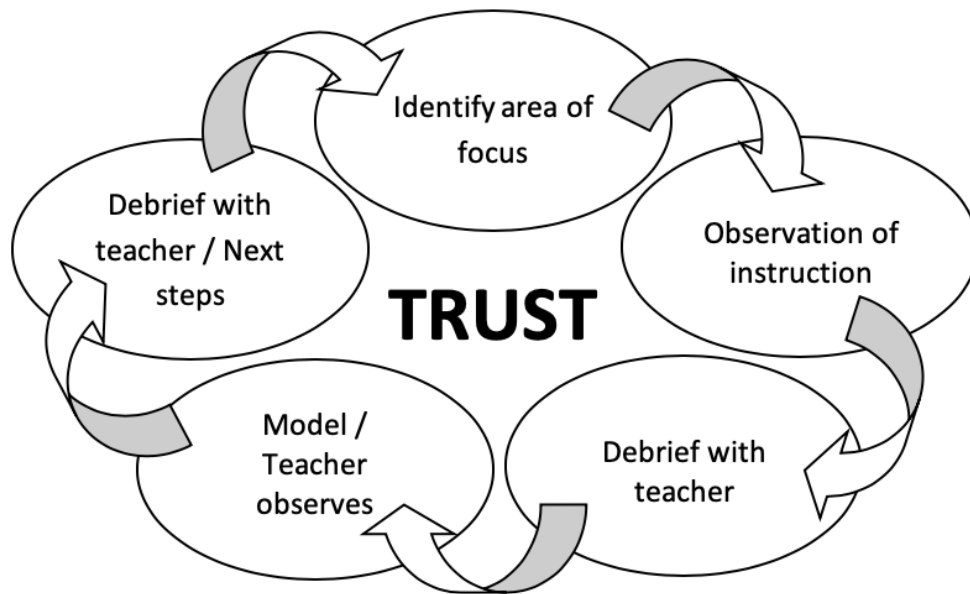
Appendix I: Example Line Graph for Judging Student Progress

	Sept.	PM1	PM2	PM3	PM4	PM5	PM6	PM7	Jan.	PM8	PM9	PM10	PM11	PM12	PM13	PM14	May
Benchmark	125	128	131	134	136	138	140	142	144	146	148	150	152	153	154	155	156
Aim	89	94	99	104	109	113	117	121	125	129	133	137	141	145	149	153	156
Student	89	90	98	100	93	100	120										



Appendix J: Instructional Coaching Model and Example Plan

Instructional Coaching Model



Identify Area of Focus

- Coach, administrators, and teachers analyze data for student strengths and areas of need.
- Analyze data at district, campus, teacher, and student levels.
- Focus on core instruction first: Identify whole-group student needs and small-group student needs; create mixed-ability groups for center and/or partner work.
- Discuss specific instructional decisions and planning that need to occur based on student data (could be different from class to class).
- Identify students in need of Tier 2 and Tier 3 interventions.

Observe Instruction

- Visit classrooms, looking for specific instructional strategies discussed during data analysis meetings and preobservation meetings.
- Also look for different grouping formats: How are students grouped? What are students doing in groups? What is the teacher doing in the whole group versus small groups?
- Note specific teacher strengths and areas of need.
- Pay attention to the features of effective instruction (explicit instruction, modeling, scaffolding, immediate feedback, differentiated instruction, pacing, etc.).
- Examine observation data for research-based practices: Does the teacher use effective techniques that will specifically address student needs in the data? For example, if students show a weakness in fluency, does the teacher use partner reading, teach multisyllabic word reading, etc.? If students show a weakness in accuracy, does the teacher teach word study explicitly, systematically, effectively, and consistently (every day)?

Debrief With Teacher

- After observations, meet with each teacher to go over observation data, connect it to student data, and discuss strengths and areas of need.
- Choose an area that you and the teacher decide would be most beneficial for the teacher to work on based on the student data and your observation data.
- Plan a time to model a lesson or strategy related to this area for the teacher to observe.
- If appropriate, create an observational tool that will help the teacher focus on specific aspects of the lesson/strategy. For example, if the teacher wants support with explicitly teaching fluency with partner reading, have the teacher look for instructional elements such as explicitly stating the objective, defining “fluency” for the students, modeling fluent and dysfluent reading, etc.

Model While the Teacher Observes

Plan and model a lesson for the teacher while the teacher observes. If you have created an observational tool for the teacher, the teacher should use it.

Debrief With Teacher and Next Steps

- As soon as possible after the model lesson, meet with the teacher to debrief and go over any notes the teacher took during her observation.
- Make sure to bring your lesson plan, the materials you used during the lesson, and any other materials that will help the teacher in planning and implementing a similar lesson.
- Plan and schedule a time to observe the teacher implementing a similar lesson. If possible, offer to help the teacher in the planning process if the teacher feels help is needed.
- Continue to examine student data as the teacher implements these new lessons and strategies.

Example Instructional Coaching Plan

Background Information

Ninth-Grade BOY Data (Five Teachers)

- Students are struggling on oral reading fluency (about 25% read fewer than 100 words correct per minute).
- A group of students is also struggling with spelling words on the spelling inventory (about 10% had problems spelling words with vowel-team and vowel-*r* syllables).

Structured Data Meeting

- Teachers discussed the need for partner reading. Several teachers talked about needing to see this modeled in their classrooms.
- In a discussion of different kinds of texts, teachers did not know when to use leveled texts versus authentic texts (versus decodable texts for students needing intensive support).
- Two new teachers also discussed not knowing how to teach fluency effectively. They feel like they need to see in action what the fluency program says to do.

Classroom Observations

- One teacher is using partner reading with leveled texts effectively within her fluency instruction.
- Four teachers do not have any word walls up in their classrooms.
- When you observe word study and fluency instruction using your checklist, you notice that two teachers spend no time on these elements and that the other three spend anywhere from 5 to 15 minutes on these elements daily.
- No one is modeling how to chunk and blend multisyllabic words. They all have students read words just as whole words.
- Two teachers have started doing small-group rotations. (It is now 3 weeks into the school year.) The other three teachers have the time designated in their schedules, but they are not doing small groups.

Instructional Coaching Plan

Trainings/Meetings

- Based on identified general needs, you set up an after-school training (1½ hours) on advanced word study and fluency instruction. Within this session, you train teachers on the following:
 - Posting and using word walls
 - Incorporating multisyllabic word reading using the words from texts teachers are using
 - Using partner reading with leveled texts (You will have the one teacher model how she uses this technique in her classroom.)
- You plan a series of professional learning community sessions on small-group instruction. At these meetings, you will review student data, discuss the importance of using small groups to differentiate, and provide specific strategy ideas to use during small-group lessons.

Modeling of Instructional Techniques

- Each teacher will observe the teacher who is using partner reading with leveled texts.
- You plan to model multisyllabic word reading for each of the teachers. (You also have them videotape these lessons, so you can use them at a future professional learning community meeting.)

Follow-Up Observations

- You visit classrooms after your training, looking specifically for word walls and teachers using these word walls.
- After you model multisyllabic word reading, you schedule visits with teachers to observe them using this technique.
- After teachers observe the one teacher modeling partner reading with leveled texts, you help the other teachers create these materials and then plan observations to watch them using this technique.

Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston, MA: Sopris West.

Appendix K: Collaborative Instructional Log: Reading for At-Risk Students

Student:		Grade:	Homeroom Teacher:	
Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Intervention Summary	
Instrument: Date: Phonemic Awareness: PH onics/Word Study: FL uency: VO cabulary: CO mprehension:	Intervention Exit Criteria:	Program: Teacher: Amount of Time: Time of Day: Daily OR Other:	Differentiated Instruction: Intervention Teacher: Group:	
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>_____</div> <div>(dates)</div> <div>_____</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA PH</div> <div>CO FL</div> <div>VO</div>				(score/benchmark/status) PA / / PH / / FL / / CO / / VO / /
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>_____</div> <div>(dates)</div> <div>_____</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA PH</div> <div>CO FL</div> <div>VO</div>				(score/benchmark/status) PA / / PH / / FL / / CO / / VO / /

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA CO PH</div> <div>VO FL</div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div>(dates)</div> <div>(schedule)</div> <div>Progress Goals</div> <div>PA CO PH</div> <div>VO FL</div>				<div>(score/benchmark/status)</div> <div>PA / /</div> <div>PH / /</div> <div>FL / /</div> <div>CO / /</div> <div>VO / /</div>
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
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Additional Notes

Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Additional Notes			
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns
Date	Attendees	Progress Concerns	Specific Recommendations to Address Concerns

Appendix L: Parent Letter

Notice of Interventions

Date: _____

Dear _____:

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year: _____.

Based on your child's needs, she or he will receive additional support in _____ through the multi-tiered system of supports (MTSS) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child: _____. The duration of the interventions will be _____. You will receive an Intervention Progress Report along with your child's report card at the end of the 9-week grading period.

If you need more specific information, please contact me at _____. If you have questions regarding the MTSS program, please contact _____ at _____.

Sincerely,

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on MTSS. The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for 3 or more

school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for 3 or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of 3 or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: _____

Phone Number: _____

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: _____

Phone Number: _____

Additional Information

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process: <https://fw.esc18.net>
- Partners Resource Network: <https://prntexas.org>
- Special Education Information Center: www.spedtex.org